



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

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

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

A.3. Approval of the Minutes

a. Approval of the March 11, 2024 Regular Board Minutes

Recommended Motion:
That the March 11, 2024 Regular Board minutes be approved.

b. Approval of the April 9, 2024 Special Board Budget Minutes

Recommended Motion:
That the April 9, 2024 Special Board Budget minutes be approved.

c. Approval of the April 11, 2024 Special Board Budget Minutes

Recommended Motion:
That the April 11, 2024 Special Board Budget minutes be approved.

- A.4. Business Arising from the Minutes**
- A.5. Student Achievement**
- A.6. District Presentations**
- A.7. Community Presentations (5 minutes per presentation)**
 - a. MYST, Mia Golden – School Police Liaison Officer

B. CORRESPONDENCE

- B.1. March 13, 2024, Stephen Harrison to SD61 Trustees, School Liaison Officer Program**
- B.2. April 16, 2024, Northridge PAC to SD61 Trustees, School Police Liaison Officer**
- B.3. April 15, 2024, BC Confederation of Parent Advisory Councils to Premier Eby, Minister of Finance Katrine Conroy, Minister of Education and Child Care Rachna Singh, Minister of Children and Family Development Grace Lore, Urgent Appeal to Preserve StrongStart Programs Across British Columbia**

C. TRUSTEE REPORTS

- C.1. Chair's Report**
 - a. Chair's Report
 - b. District Annual Work Plan May 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 April 15, 2024 meeting – information only
- D.2. Operations Policy and Planning Committee**
 - a. Draft minutes from the April 22, 2024 meeting – information only
 - b. Recommended motions from the April 22, 2024 meeting:

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 8251, *Trustees' Code of Conduct*.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2025/2026 and 2026/2027 school calendars on the School District's website for a period of one month:

2025/2026 School Calendar*	
School Opening	September 2, 2025
First non-instructional day	September 22, 2025
National Day for Truth and Reconciliation	September 30, 2025
Thanksgiving	October 13, 2025
Second non-instructional day (Province wide)	October 24, 2025
Remembrance Day	November 11, 2025
Third non-instructional day	November 21, 2025
Schools close for Winter vacation	December 19, 2025
Schools re-open after Winter vacation	January 5, 2026
Fourth non-instructional day	February 13, 2026
Family Day	February 16, 2026
Schools close for Spring vacation	March 13, 2026
Schools re-open after Spring vacation	March 30, 2026
Good Friday	April 3, 2026
Easter Monday	April 6, 2026
Fifth non-instructional day	May 15, 2026
Victoria Day	May 18, 2026
Administrative Day and School Closing	June 26, 2026
• Sixth non-instructional day to be chosen by each school	
2026/2027 School Calendar*	
School Opening	September 8, 2026
First non-instructional day	September 21, 2026
National Day for Truth and Reconciliation	September 30, 2026
Thanksgiving	October 12, 2026
Second non-instructional day (Province wide)	October 23, 2026
Remembrance Day	November 11, 2026
Third non-instructional day	November 27, 2026
Schools close for Winter vacation	December 18, 2026
Schools re-open after Winter vacation	January 4, 2027
Fourth non-instructional day	February 12, 2027
Family Day	February 15, 2027
Schools close for Spring vacation	March 12, 2027
Schools re-open after Spring vacation	March 31, 2027
Good Friday	March 26, 2027
Easter Monday	March 29, 2027
Fifth non-instructional day	May 21, 2027
Victoria Day	May 24, 2027
Administrative Day and School Closing	June 25, 2027
• Sixth non-instructional day to be chosen by each school	

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report

Recommended Motion:

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

- b. International Student Program Bi-Annual Report
- c. 2024-2025 Special Academy Fees

Recommended Motion:

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

- d. Regulation 6163.1, *Learning Resources*
- e. Trustee Questions

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Recommended Motion:

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

- b. 2024-2025 Capital Plan Bylaw

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Bylaw No. 2024/25-CPSD61-01 Capital Plan 2024/25.

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

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

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

(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01.

Read a first time this 29th day of April, 2024;

Read a second time this 29th day of April, 2024.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01 at the April 29, 2024 Board meeting.

Must carry unanimously.

Read a third time this 29th day of April, 2024, and finally passed and adopted the 29th day of April, 2024.

- c. 2024-2025 Annual Facility Grant (AFG) Expenditure Plan Submission
- d. 2024-2025 Budget Development Process Survey Results

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – March 11, 2024

G.2. Record of Special In-Camera Board of Education Meeting – March 12, 2024

G.3. Record of Special In-Camera Board of Education Meeting – March 12, 2024

G.4. Record of Special In-Camera Board of Education Meeting – April 16, 2024

G.5. Record of Special In-Camera Board of Education Meeting – April 22, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to establish a Climate Action Plan Implementation Ad Hoc Committee that will review the implementation of the District's Climate Action

Plan and report its' findings and recommendations at the Regular Board of Education Meeting in October each year; AND FURTHER That a budget of \$5,000 be established to support the Ad Hoc Committee's work.

H.2. Notice of Motions

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with the District's Manager of Energy to provide the Board of Education with a report detailing the cost/benefit and feasibility of investing in solar panels at Mount Douglas Secondary and Victoria High School.

I. ADJOURNMENT

Recommended Motion:

That the meeting be adjourned.



The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
MINUTES
Monday, March 11, 2024, 7:30 p.m.

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

Trustee Regrets: Angela Carmichael

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Jeff Davis, Director of International Education, Andy Canty, Director of Information Technology for Learning, Sarah Winkler, VPVPA

Partners: Ilda Turcotte, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

The meeting began at 7:30 p.m.

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the March 11, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

a. Regular Board Meeting Minutes – February 26, 2024

AMENDEMENT

Moved by Trustee Duncan
Seconded by Trustee Mahbobi

Under A.7.a.

Chief Manak, Victoria Police Department presented on the decision to ~~remove school police liaison officers from the District.~~ **not to utilize SPLOs from Oak Bay Police, Saanich Police and the RCMP.**

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the February 26, 2024 Regular Board minutes be approved, as amended.

Motion Carried Unanimously

- b. Special Open Board Meeting Minutes – February 29, 2024

Moved by Trustee Mahbobi
Seconded by Trustee Gagnon

That the February 29, 2024 Special Open Board minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from the Minutes

None.

A.5. Student Achievement

None.

A.6. District Presentations

None.

A.7. Community Presentations

- a. Starla Anderson presented on why they are in favor of the reinstatement of the school police liaison program.

B. CORRESPONDENCE

- B.1. February 26, 2024, Spectrum Community School Parent Advisory Council to the Board of Education, School Police Liaison Officer Program**

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
Chair Duncan provided the report for information.
- b. April District Annual Work Plan
District annual work plan was provided for information.

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 minutes from the March 4, 2024 combined meeting – information only

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report
Superintendent Whitten provided the report for information.

Moved by Trustee Mahbobi
Seconded by Trustee Gagnon

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

Motion Carried Unanimously

- b. Victoria International Education Proposed Program Fees 2024-2025

Director of International Student Program Davis provided the Victoria International Education proposed program fees for 2024-2025.

Moved by Trustee Gagnon
Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2024-2025 Victoria International Education proposed program fees.

Motion Carried Unanimously

- c. Trustee Questions

None.

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee Mahbobi

Seconded by Trustee McNally

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

Motion Carried Unanimously

F. QUESTION PERIOD

None.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of Special In-Camera Board of Education Meeting – June 28, 2023

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

G.3. Record of Special In-Camera Board of Education Meeting – July 13, 2023

G.4. Record of Special In-Camera Board of Education Meeting – July 27, 2023

G.5. Record of Special In-Camera Board of Education Meeting – August 28, 2023

G.6. Record of Special In-Camera Board of Education Meeting – November 7, 2023

G.7. Record of Special In-Camera Board of Education Meeting – January 22, 2024

G.8. Record of In-Camera Board of Education Meeting – February 26, 2024

G.9. Record of In-Camera Board of Education Meeting – February 26, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

None.

H.2. Notice of Motions

None.

I. ADJOURNMENT

The meeting adjourned at 7:51 p.m.

Moved by Trustee Gagnon

Seconded by Trustee Mahbobi

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DRAFT



**The Board of Education of School District No. 61 (Greater Victoria)
Special Budget Board Meeting
MINUTES**

Tuesday, April 9, 2024, 6:00 p.m.

Broadcasted via YouTube

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

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

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Hervinder Parmar, Director of Finance, Budgets and Financial Reporting, Dr. Jeff Davis, Director of International Education, Shawn Boulding, VPVPA, Connor McCoy, VPVPA, Tina Pierik, VPVPA, Sarah Winkler, VPVPA, Josh Barks, District Principal, Information Technology for Learning

Partners: Shawna Abbott, CUPE 947, Cindy Romphf, GVTA, Ilda Turcotte, GVTA

A. COMMENCEMENT OF MEETING

This meeting was called to order at 6:00 p.m.

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

Moved by Trustee Gagnon

Seconded by Trustee Mahbobi

Add Agenda Item: D. Question Period

That the April 9, 2024 Special Board Budget agenda be approved.

Motion Carried Unanimously

A.3. Community Presentations

Nil.

B. CORRESPONDENCE

B.1. Public Correspondence – Feedback Period March 14 to April 5, 2024 was received.

C. 2024-2025 ANNUAL BUDGET

C.1. Talking Tables Report – March 7, 2024

Secretary-Treasurer Stride provided a brief overview of Talking Tables, which took place on March 7, 2024.

C.2. Public Meeting Report – March 14, 2024

Secretary-Treasurer Stride provided a brief overview of the Public Meeting, which took place on March 14, 2024.

C.3. Values and Guiding Principles

Secretary-Treasurer Stride provided the Values and Guiding Principles for information.

C.4. 2024-2025 Annual Budget Memo

Secretary-Treasurer Stride presented the 2024-2025 Annual Budget.

C.5. 2024-2025 Budget Balancing Recommendation Worksheet

Secretary-Treasurer Stride presented the 2024-2025 Budget Balancing Recommendation Worksheet.

C.6. Draft 2024-2025 Annual Budget Ministry Template

Secretary-Treasurer Stride presented the Draft 2024-2025 Annual Budget Ministry Template.

C.7. Draft Multi-Year Financial Forecast Memo and Worksheet

Secretary-Treasurer Stride presented the Draft Multi-Year Financial Forecast memo and worksheet.

Discussion followed pertaining to the information presented.

C.8. Budget Bylaw Readings: 1st and 2nd Readings

Moved by Trustee Mahbobi

Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) 2024-2025 Annual Budget Bylaw in the amount of \$318,006,345 be:

Read a first time the 09 day of April, 2024.

Discussion followed regarding the budget balancing initiatives and impacts on the Greater Victoria School District community.

Chair Duncan asked Secretary-Treasurer Stride if there is flexibility in completing the 2nd Bylaw Reading at the Public Budget Board meeting scheduled for April 11, 2024. Secretary-Treasurer Stride confirmed that there is flexibility for both the 2nd and 3rd Bylaw Readings to be completed at the April 11, 2024 meeting.

In Favour: 6
Opposed: 3
Motion Carried

**MOTION FOR 2ND BYLAW READING NOT MOVED – TABLED to April 11, 2024
Public Budget Board Meeting**

That the Board of Education of School District No. 61 (Greater Victoria) 2024-2025 Annual Budget Bylaw in the amount of \$318,006,345 be:

Read a second time the 09 day of April, 2024.

D. QUESTION PERIOD

Chair Duncan indicated that there were two questions submitted by the same individual. As per Board Bylaw, only one question per submitter is allowed, so only the first question was read out. The question pertained to the ratio of students to devices being reduced to 3:1. Superintendent Whitten responded that an answer would be provided at the April 11, 2024 meeting. There were no further questions.

E. ADJOURNMENT

The meeting adjourned at 7:47 p.m.

Moved by Trustee McNally
Seconded by Trustee Baillaut

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



**The Board of Education of School District No. 61 (Greater Victoria)
Special Board Budget Meeting
MINUTES**

Thursday, April 11, 2024, 6:00 p.m.

Broadcasted via YouTube

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

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

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Hervinder Parmar, Director of Finance, Budgets and Financial Reporting, Dr. Jeff Davis, Director of International Education, Shawn Boulding, VPVPA, Connor McCoy, VPVPA, Brenna O'Connor, VPVPA, Gillian Braun, VPVPA, Andy Canty, Director of Information Technology for Learning

Partners: Shawna Abbott, CUPE 947, Ilda Turcotte, GVTA President, Darren Reed, CUPE 382

A. COMMENCEMENT OF MEETING

This meeting was called to order at 6:00 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 Mahbobi

Seconded by Trustee Gagnon

That the April 11, 2024 Special Board Budget agenda be approved.

Motion Carried Unanimously

B. CORRESPONDENCE

B.1. Public Correspondence – Feedback Period April 5 to 10, 2024 was received.

Trustees inquired about the 11% growth in administration costs since 2011.

Secretary-Treasurer Stride stated, if we assume the question is referring to the increase in the dollar value of the salaries, that would make sense as the District has seen increases in the Exempt salary grid matching teacher salary grid increases. She explained that the District has actually seen an overall reduction in the number of Exempt positions.

Trustees asked about low enrolling trades classes and which trades classes would be impacted by the budget reduction.

Associate Superintendent Aerts stated that it is not a specific class or course being impacted. He explained that it is a reduction in specific funds that are provided to Secondary schools to help support low-enrolling trades classes.

C. 2024-2025 ANNUAL BUDGET

C.1. 2024-2025 Annual Budget Memo – April 11, 2024

Secretary-Treasurer Stride provided a memo, which included responses to questions from the April 9, 2024 Special Board Budget meeting on student device ratios, elementary strings participation numbers, and enrollment projections.

C.1.1. 2024-2025 Annual Budget Memo – April 9, 2024

Secretary-Treasurer Stride referenced the 2024-2025 Annual Budget Memo presented on April 9, 2024.

C.1.2. 2024-2025 Budget Balancing Recommendation Worksheet

Secretary-Treasurer Stride referenced the 2024-2025 Budget Balancing Recommendation Worksheet presented on April 9, 2024.

C.1.3. Draft 2024-2025 Annual Budget Ministry Template

Secretary-Treasurer Stride referenced the Draft 2024-2025 Annual Budget Ministry Template presented on April 9, 2024.

C.1.4. Draft Multi-Year Financial Forecast Memo and Worksheet

Secretary-Treasurer Stride referenced the Draft Multi-Year Financial Forecast memo and worksheet presented on April 9, 2024.

C.2. Budget Bylaw Readings: 2nd and 3rd Readings

Trustees had questions of clarification concerning the counselling reduction and the impact on schools.

Acting Associate Superintendent Powell stated that the .40 FTE savings at elementary schools had been shifted to four different elementary schools in order to

maintain a minimum base of .50 FTE at each K-5 Elementary School. It was confirmed that priority schools would not be impacted by the reduction.

Trustees asked for clarification on the impact of the reduction to District Ukulele.

Associate Superintendent Aerts confirmed that there is no impact on the program.

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) 2024-2025 Annual Budget Bylaw in the amount of \$318,006,345 be:

Read a second time the 11th day of April, 2024.

Motion Carried

For: Trustees Baillaut, David, Duncan, Kwan, Mahbobi, Paynter

Against: Trustees Gagnon, McNally

Education partners expressed concerns about the cuts to school counsellors.

Trustees expressed thanks to students, education partners, fellow Trustees, and staff for their participation in the budget process and for all of the hard work done to balance the budget. Trustees referenced the inadequate funding received from the Province and the need for advocacy.

Moved by Trustee Mahbobi

Seconded by Trustee David

That the Board of Education of School District No. 61 (Greater Victoria) 2024-2025 Annual Budget Bylaw in the amount of \$318,006,345 be:

Read a third time the 11th day of April, 2024;

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

Motion Carried

For: Trustees Baillaut, David, Duncan, Kwan, Mahbobi, Paynter

Against: Trustees Gagnon, McNally

D. NEW BUSINESS

D.1. Motions for Consideration

District K-12 Literacy Grant

Moved by Trustee Kwan

Seconded by Trustee Gagnon

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to reallocate an additional 0.074 FTE (or \$10,000) of the District

K-12 Literacy Grant funding to support literacy collaboration at the 10 priority elementary schools.

Motion Carried Unanimously

Hiring Freeze

Trustees had questions of clarification.

Moved by Trustee Baillaut

Seconded by Trustee Mahbobi

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to implement a District based staff hiring freeze (excluding school-based staff) for the balance of the 2023-24 financial year; AND FURTHER bring any urgent hiring requests to the Board of Education for consideration.

Motion Carried Unanimously

Crossing Guard Services Funding

Trustees spoke in favor of the motion and had questions about the current funding model.

Secretary-Treasurer Stride explained the discrepancy between the cost of providing crossing guard services at schools within the District of Saanich and the amount of grant funding received from the District of Saanich. She confirmed that, if the District of Saanich does not fully fund the cost of crossing guard services, the District will have a funding shortfall of up to \$127K.

Moved by Trustee Paynter

Seconded by Trustee Mahbobi

That the Board of Education of School District No.61 (Greater Victoria) direct the Board Chair to write to the District of Saanich Mayor and Council imploring them to fully fund crossing guards on municipal roads in Saanich in line with the full funding for these services received by all other municipalities in Greater Victoria as well as in line with their obligations of ensuring road safety under the BC Motor Vehicle Act.

Motion Carried Unanimously

Elementary Strings Hub Model

Moved by Trustee Kwan

Seconded by Trustee McNally

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to prepare a plan for how an Elementary Strings HUB model will be equitably delivered including locations, time of day, and schools allocated to each HUB by June 2024; AND FURTHER provide a list of recommendations on how Grade 5 students, who won't have a Strings program at their own school, will safely travel to the HUB.

Motion Carried Unanimously

Music Equity Ad Hoc Committee

Moved by Trustee Mahbobi

Seconded by Trustee McNally

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to prepare a draft elementary strings and middle school music equity ad hoc committee terms of reference and present it to the Education Policy and Directions Standing Committee Meeting in June 2024.

Motion Carried Unanimously

Collaboration Time at Elementary Schools

Education partners noted, when the District previously had shortened days for collaboration time, that CUPE 947 staff did not participate. It was confirmed that CUPE 947 would like to participate in collaboration time if implemented.

Trustees inquired about the impact of a shortened day on the minutes of instruction.

Superintendent Whitten responded that there would be minutes added to the other days of the week to make up for the shortened day. She also noted that more consultation is needed as this would not be under consideration until the 2025/2026 school year.

Moved by Trustee Gagnon

Seconded by Trustee Kwan

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to undertake a cost benefit analysis including assessing the impacts of implementing a short school day once per month at elementary schools to support school based collaboration, and provide a recommendation(s) to the Board of Education by December 2024.

Motion Carried Unanimously

Ministry Funding Allocations

Associate Secretary-Treasurer Lutner stated that most new funding from the Ministry of Education and Child Care would be provided for a specific purpose with no flexibility to reallocate to other purposes. She also noted that additional funding received that is not targeted to a specific purpose may be required to offset unanticipated expenses which would not be fully considered until the final budget is completed in February 2025.

Moved by Trustee Gagnon

Seconded by Trustee Mahbobi

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to notify the Board of Education of receipt of any new funds from the Ministry of Education and Child Care received during the school year, and make recommendations regarding the allocation of the funds for the Board's consideration.

Motion Carried Unanimously

Board Advocacy

Trustees suggested that the letter remain consistent with what was sent last year as well as adding more current context.

Moved by Trustee Mahbobi

Seconded by Trustee David

That the Board of Education of School District No.61 (Greater Victoria) direct the Board Chair to write to the Minister of Education and Child Care and Premier advocating for additional K-12 funding.

Motion Carried Unanimously

E. QUESTION PERIOD

None.

F. ADJOURNMENT

Chair Duncan thanked Director of Information Technology for Learning Canty for his service over the years and wished him all the best on his two-year secondment.

The meeting adjourned at 7:15 p.m.

Moved by Trustee

Seconded by Trustee

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

From: Stephen Harrison <stephen.j.harrison@gmail.com>
Sent: Thursday, March 14, 2024 7:50 PM
To: Trustees <trustees@sd61.bc.ca>
Subject: Re: Support for decision to end SLO program

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

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

Hello, following up on my email below, please add it (or consider adding it) to the agenda package. Thank you for your time.

Sincerely,

Stephen Harrison

On Wed, Mar 13, 2024 at 6:34 PM Stephen Harrison <stephen.j.harrison@gmail.com> wrote:

Hello, in light of the recent commentary around School Liaison officers, I write to again express my support for the Board's decision to support students who said they were uncomfortable with the SLO program and those who had direct, negative experiences with SLOs, and to end the program in SD61 schools. If it is of interest, I've pasted below a letter I sent to Victoria and Saanich councils expressing the same.

All the best,

Stephen Harrison

Letter to councils: Information on school liaison officer program

Good evening,

I'm writing to respond to information circulating about the school liaison officer program.

As you may have heard, in 2022, SD61 released the [results of a survey](#) about its SLO program. What you may not know is that [the survey found](#) that 559 respondents were “uncomfortable” or “very uncomfortable” with SLOs in schools, including 101 students. Dozens of respondents also reported they had personally had “negative” or “very negative” past interactions with SLOs, including:

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

In the report, you will see that these respondents were in the minority, but before calling for SLOs to return, as an elected official I would urge you to listen to those voices who have said they are uncomfortable with and have been directly harmed by SLOs in SD61 schools.

When the Toronto School Board [ended their SLO program](#), the Chair said students who opposed SLOs may have been in the minority, but “If some of them felt intimidated or targeted or watched ... I think it’s important as a board that we listen to those voices.” Similarly, when SD61 trustees voted to end the school liaison officer program, they said their decision was based on letters from former students and others who reported unsafe experiences with SLOs, as well as years of study by their SLO committee, which included local police. It was not a decision taken at all lightly.

Despite what some people suggest, Greater Victoria police do replicate the harms of policing elsewhere, including through [their use of force](#) and by [disproportionately policing BIPOC people](#), including youth. For example:

- In 2021, a third of BIPOC respondents to a Greater Victoria Local Immigration Partnership survey reported experiencing racism from local police.
- While only five per cent of Victoria and Esquimalt’s population is Indigenous, Indigenous youth make up 19% of the youth VicPD label “suspects.”
- Black youth are almost four times as likely as white youth to be listed in a VicPD general occurrence report as “charged.”

Victoria Police Chief Del Manak has previously told the VicPD police board that he believes SLOs are useful to ‘bring [students] back in line.’ There is no reason to believe SLOs will not replicate the harms of policing in a school setting by disproportionately policing BIPOC and 2SLGBTQIA+ students, whether it is at their own initiative or at the request of teachers and staff.

If you are interested in reading more about what policing has looked like at SD61 schools, including arrests on school grounds and how staff and teachers have involved police in schools (including calling police on children under 10), you can

read a presentation I prepared for the SD61 SLO committee in 2021 [here](#).

If there are gaps in student services, the answer is not to fill that gap with policing. You can and should use your voice to help students by calling on SD61 and the province to fund services that will keep all students safe, instead of trying to fill those gaps with police.

Sincerely,

Stephen Harrison

Northridge Elementary School Parent Advisory Council
4190 Carey Rd.
Victoria BC, V8Z 4G8
Northridge.Pac.Info@gmail.com
April 16, 2024

Greater Victoria School District No. 61
556 Boleskine Road
Victoria, B.C V8Z 1E8

Dear SD61 Trustees,

On behalf of the Northridge Elementary School PAC (Parent Advisory Council), I am writing to express our concern regarding the May 31st, 2023 decision to discontinue the long-standing School Police Officer Liaison (SPLO) Program. As representatives of numerous parents within the community, we have received overwhelming feedback highlighting the value that this program brings to our students.

We recently sent a survey out to our parent community, of approximately 270 students, for feedback on the impact of the decision to discontinue the SPLO Program. Out of the 39 parents that provided feedback, 92% are *not* in support of the decision to remove the SPLO Program from our schools and the remaining 8% stated that they were “not sure” or “didn’t know” how they felt about it. This overwhelming response underscores the deep-rooted support and appreciation for this program among our parent community.

When asked what impact parents have noticed as a result of the discontinuation of the SLPO program, two main themes emerged: community relationship building and educational opportunities.

Parents expressed that:

- long-standing safety programs such as halloween street safety and bike safety are no longer being offered
- their children are less comfortable with police officers in the community
- children lack opportunities to build positive relationships and trust with police officers
- their children miss seeing police officers at school

These themes demonstrate the positive impact the SPLO Program has had on shaping our children’s perception of law enforcement and promoting trust within our community.

When asked how our children could be impacted by the elimination of the program as they move into middle and high school, three main themes emerged: gang activity, drug and safety education and community relationship building.

Parents expressed:

- concern that lack of police presence in schools will impact gang activity, violence and drug use within the school system.

- that their children will miss out on safety education programs such as drinking and driving education.
- that student's first contact with police may be in a negative situation with no opportunities for positive interaction and relationship building.

This feedback highlights the critical role that the SPLO Program plays in offering a holistic understanding of law enforcement, providing preventative safety education, and fostering positive relationships between students and police.

When asked what steps SD61 can take to ensure children’s physical and psychological safety at school, parents overwhelmingly expressed that reinstatement of the SPLO program would support their children’s safety at school. In addition, some parents suggested:

- having SPLO’s in plain-clothes may decrease potential trauma-related responses from some children.
- additional mental health and school counseling services.
- additional non-police safety education such as bullying prevention and online safety.
- increased resources for children with support needs in the classroom.
- a coordinated approach to ensuring adequate resources are available to ensure physical and psychological safety for students.

This feedback highlights the critical role the SPLO program plays in supporting safety in our school district and the need to ensure coordinated and adequate resources are available to students.

In the June 1st, 2023 Greater Victoria School District Media release, the Board stated that *“Police are being asked to fill in gaps in student support and to take on roles that should be filled by individuals with specialized expertise, such as youth and family counselors and social workers. Further funding is required for this specialized support, and the Board has committed to advocating for this funding from the provincial government”*. To date, no additional funding has been secured to provide these specialized services.

We understand the challenges imposed by budget constraints, however, we firmly believe that discontinuing the SPLO Program without first securing funding for alternative services was a major oversight by the Board, and brings into question the Board’s commitment to provide trauma-informed support and inclusive spaces for all students.

The Northridge PAC does not support your decision to eliminate the SPLO program and strongly urges you to reverse course. We urge the school board to reconsider its decision and explore alternative solutions that uphold the integrity of the SPLO Program while committing to involving communities that have experienced stigmatization by law enforcement. By working collaboratively, we can find innovative ways to sustain this invaluable program and ensure that it continues to benefit current and future generations of students within our district.

Thank you for your attention to this matter. We trust that you will give careful consideration to our concerns and make the decision that best serves the needs of our children and the broader community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lindsay Plumb', with a stylized, looping flourish at the end.

Lindsay Plumb
Northridge PAC Chair



BC CONFEDERATION OF PARENT ADVISORY COUNCILS

Suite C - 2288 Elgin Avenue, Port Coquitlam, BC V3C 2B2

Tel: (604) 474-0524 Toll free: 1-866-529-4397 Email: info@bccpac.bc.ca

Subject: Urgent Appeal to Preserve StrongStart Programs Across British Columbia

To: Premier David Eby, Minister of Finance Katrine Conroy, Minister of Education and Child Care Rachna Singh, Minister of Children and Family Development Grace Lore

April 15, 2024

Dear Premier Eby and Honourable Ministers,

I am writing to you on behalf of the BC Confederation of Parent Advisory Councils (BCCPAC) to express our profound concern regarding the future of StrongStart programs across our province.

We are deeply troubled by the recent developments concerning the potential loss of StrongStart programs in various regions, including the distressing situation faced by the Surrey School District. Reports of similar considerations in Chilliwack and the closure of one of the two programs available in Dawson Creek make it clear that this is a matter of urgency at the provincial level.

As outlined in the government's Early Learning Framework, StrongStart BC programs play a vital role in providing rich learning environments designed for early learning development encompassing language, physical, cognitive, social, and emotional aspects. Led by qualified early childhood educators, these programs offer **free** play-based learning activities such as stories, music, and art, fostering opportunities for children from birth to five to make friends and interact with others while preparing them for success in Kindergarten. Each program operates on a drop-in basis during the school year, welcoming children aged 0-5, along with their parents or caregivers, to participate in engaging early learning activities.

StrongStart programs benefit both the child and their family. Children have access to high-quality learning environments and benefit from social interactions while the adults who accompany them learn new ways to support learning, both at the program and at home. The program's values are to support the whole child, be developmentally appropriate, intentionally planned and responsive to the learning needs of each child. Children should always feel welcome, safe and celebrated.

While the government has maintained the same funding allocation for StrongStart programs since 2008, the inability for school districts to adequately address rising operational costs due to inflation and increased population numbers has led to the unfortunate scenario where some districts are choosing to offer fewer StrongStart programs, negatively impacting the accessibility of these essential services.

While there were 329 StrongStart BC programs operational across the province in the past, that number is decreasing and at risk of further reductions. We must safeguard these programs' accessibility for families and children. Not every family can afford private pre-school and Strong Start has set the standard for equitable access for lower income families. It is common for these impacted families to also be racialized, newcomers to Canada, and single parent/caregiver households, and to include disabled children.

We urge the government to take immediate action to address the systemic challenges facing StrongStart programs by ensuring targeted and sustainable funding that adequately addresses inflationary and population-growth cost pressures within the education sector, to ensure school districts prioritize the retention and expansion of these essential services. Investing in early childhood education is an investment in the future well-being and success of British Columbians.

Thank you for your attention to this urgent matter. We look forward to your prompt and decisive response in support of StrongStart programs across British Columbia.

Sincerely,

Laura Ward, President
BCCPAC
lauraward@bccpac.bc.ca

Board of Education

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

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

TO: Board of Education
FROM: Trustee Duncan
RE: Chair's Report
DATE: April 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. Monthly meeting with Vice-Chair and Superintendent.
2. 2024-2025 Budget planning with Vice Chair, Superintendent and Secretary-Treasurer
3. Administrator's Meeting
4. Policy Sub-Committee meeting
5. Victoria High School- Re-opening event
6. Correspondence and meetings in community on behalf of the Board of Education
7. BCSTA AGM
8. BCSTA Board Chair's meeting
9. BCSTA Provincial Council

Acknowledgements:

- The first **Earth Day** occurred in 1970. More than sixty years later Earth Day continues to be an important opportunity for us to demonstrate our support for the environment through taking meaningful action to protect it. Globally Earth Day involves folks of all ages participating in events in more than 193 countries. The official theme for 2024 is "Planet vs. Plastics."

Consider how you can be a part of protecting our environment by helping to activate the five pillars supporting our District's Climate Action Plan which is available via the following link:

<https://www.sd61.bc.ca/wp-content/uploads/sites/91/2023/10/FINAL-Climate-Action-Plan-2023-2024-1.pdf>

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

- Thank you to the **Representative Advisory Council of Students** who identified mental health and wellness as an important area that students want to learn more about, and organized a Student-Led Wellness Resource Fair for Secondary students from across our district. We appreciate your leadership and initiative! The event was held at Victoria High School on Thursday, 25 April and was supported by the health and wellness community who offered students information about mental health and wellness resources available in community.

Reminders:

More information about the Board's SPLO decision is available via the following links:

<https://www.sd61.bc.ca/news-events/news/title/splo-faq-statement>

<https://www.sd61.bc.ca/splo-faq/>

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



May 2024

May 17: Non-Instructional Day (Ministry of Education and Child Care Indigenous Focus)

Strategic Direction and Learning

- Approve the 2024-2025 Board of Education and Standing Committee Dates
- Approve the 2024-2025 Academy Fees

System Planning and Performance Monitoring

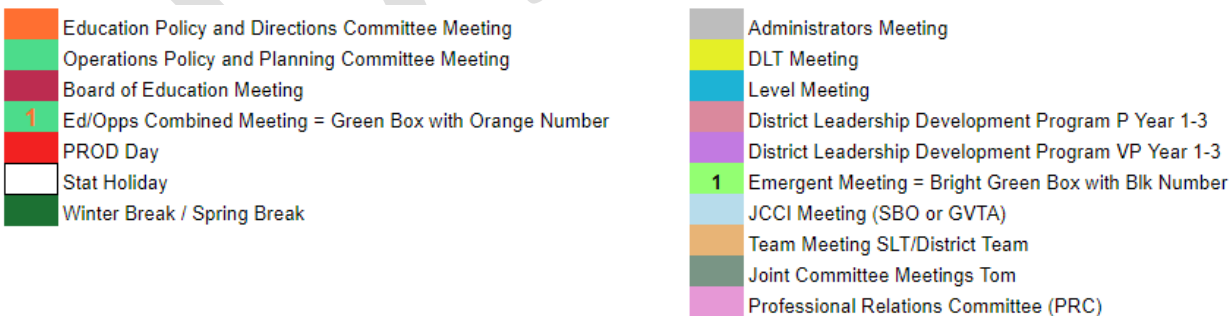
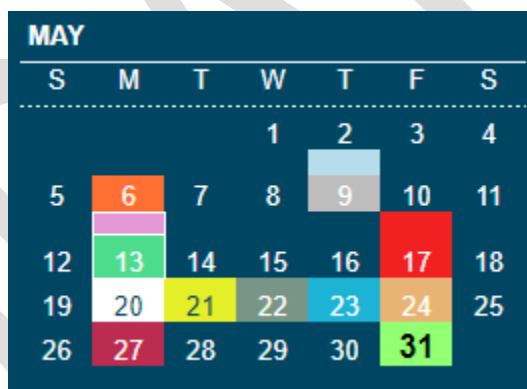
- **Enhancing Student Learning Report and Literacy, Priority School**
- 2024-2025 Enrolment (Middle & Secondary) Update
- Review Ad Hoc Committees

External Compliance and Accountability

- Approve March 2024 Quarterly Financial Report through Audit Sub-Committee
- Appoint Auditor (if applicable) through Audit Committee and Approve Terms of Engagement
- Approve 2023-2024 Audit Planning Report
- Receive Climate Change Accountability Report for May 31 submission to Climate Action Secretariat
- Review Draft 2024-2025 Annual Five-Year Capital Plan

Engagement with Stakeholders and Public Recognition Events

- Budget Process Debrief





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

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

Operations Policy and Planning member: Rob Paynter

Trustee Regrets: Angela Carmichael, Derek Gagnon, Karin Kwan, Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Josh Barks, District Vice-Principal, Information Technology for Learning, Vicki Roberts, VPVPA

Partners: Lena Palermo, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

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

Chair Mahbobi invited Chair Duncan to preside over the meeting.

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 Mahbobi

That the April 15, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

That the March 4, 2024 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes pertaining to the Education Policy and Directions meeting, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. NEW BUSINESS

- C.1.** District Principal Charmaine Shortt provided a memo and presented with McKenzie Elementary School Principal, Carmen Gauvreau and StrongStart Facilitator and Classroom Early Childhood Educator, Donna-Lynn Thorp. The presentation highlighted the kindergarten *Welcome Process* as it connects to the Enhancing Student Learning Report (ESLR), the Greater Victoria School District's Strategic Plan, and Ministry of Education and Child Care accountabilities.

Trustees asked for clarification on the number of StrongStart centers as well as the number of students enrolled.

District Principal Charmaine Shortt clarified that there are six StrongStart centers and just over 4500 children registered in the program.

Trustees provided thanks for the presentation and asked what gradual entry looks like for children entering kindergarten?

District Principal Charmaine Shortt shared that Kindergarten has fewer instructional hours therefore a gradual start is offered.

Partners asked about the 6 StrongStart studios and the availability of Early Childhood Educators (ECE). Are they in the StrongStart studios as well as integrated into the kindergarten class?

District Principal Charmaine Shortt clarified that they have 12 ECE's working alongside kindergarten teachers. Six of them facilitate StrongStart in the morning and then join kindergarten classes in the afternoon. The remaining six spend their days along side the kindergarten teachers in the classroom.

Trustees asked if there is a long-term plan to integrate more ECE into the program?

District Principal Charmaine Shortt replied that play is foundational in kindergarten and ECE's work alongside Kindergarten teachers to provide play based learning in classrooms.

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee Baillaut

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 7:38 p.m.



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

- Trustees Present: **Operations Policy and Planning members:** Derek Gagnon (Chair), Nicole Duncan (ex officio), Karin Kwan, Rob Paynter
- Trustee Regrets: Natalie Baillaut, Angela Carmichael, Mavis David, Emily Mahbobi, Diane McNally
- Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities Services, Josh Barks, District Vice Principal Information Technology for Learning, Julie Lutner, Associate Secretary-Treasurer, Mike Knudson, Director of Human Resource Services
- Partners: Cindy Romphf, GVTA, Lori Poppe, VCPAC
-

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. National Day of Mourning – April 28, 2024

Chair Gagnon recognized and acknowledged the National Day of Mourning.

A.3. Approval of the Agenda

Moved by Trustee Kwan

That the April 22, 2024 agenda be approved.

Motion Carried Unanimously

A.4. Approval of the Minutes

Moved by Trustee Kwan

That the March 4, 2024 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes pertaining to the Operations Policy and Planning meeting, be approved.

Motion Carried Unanimously

B. PRESENTATIONS TO THE COMMITTEE

B.1. Jim Pine presented on his recommendation for the installation of Solar Panels at Vic High.

Partners and Trustees thanked Jim Pine for the presentation and had questions of clarification.

C. SUPERINTENDENT'S REPORT

C.1. Policy 8251 Trustees' Code of Conduct

Superintendent Whitten introduced Policy 8251 Trustees' Code of Conduct; it was reviewed at the April 16, 2024 Policy Sub-Committee meeting. Chair Duncan provided rationale for the revised Policy.

Discussion ensued amongst the Trustees with a recommendation being made to amend point 3.4 of the Policy.

Amendment 1

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) revise Policy 8251, *Trustees' Code of Conduct*, with the following amendment:

3.4.2. If the severity of the circumstances warrant, or informal measures do not result in changed behavior, the Board may determine that a formal investigation is warranted. Any investigation and / or hearing will follow the principles of natural justice.

Motion Carried Unanimously

Further discussion ensued amongst the Trustees with a suggestion being made to amend with regards to point 3.4 of the Policy.

Amendment 2

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) revise Policy 8251, *Trustees' Code of Conduct*, with the following amendment:

3.4.4 Where the Board decides to censure or alter the assignments of a Trustee, the Board will consider what information about the decision will be reported to the public. Report details will be limited as necessary to protect the identity of individuals making a complaint or providing information, and to protect confidential information not already in the public domain.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 8251, *Trustees' Code of Conduct*.

Motion Carried Unanimously

C.2. 2025-2026/2026-2027 School Calendar

Associate Superintendent Aerts provided the draft 2025-2026/2026-2027 school calendars.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2025/2026 and 2026/2027 school calendars on the School District's website for a period of one month:

2025/2026 School Calendar*	
School Opening	September 1, 2025
First non-instructional day	September 22, 2025
National Day for Truth and Reconciliation	September 30, 2025
Thanksgiving	October 13, 2025
Second non-instructional day (Province wide)	October 24, 2025
Remembrance Day	November 11, 2025
Third non-instructional day	November 21, 2025
Schools close for Winter vacation	December 19, 2025
Schools re-open after Winter vacation	January 5, 2026
Fourth non-instructional day	February 13, 2026
Family Day	February 16, 2026
Schools close for Spring vacation	March 13, 2026
Schools re-open after Spring vacation	March 30, 2026
Good Friday	April 3, 2026
Easter Monday	April 6, 2026
Fifth non-instructional day	May 15, 2026
Victoria Day	May 18, 2026
Administrative Day and School Closing	June 26, 2026
• Sixth non-instructional day to be chosen by each school	

2026/2027 School Calendar*

Operations Policy and Planning Committee Meeting April 22, 2024

3

School Opening	September 8, 2026
First non-instructional day	September 21, 2026
National Day for Truth and Reconciliation	September 30, 2026
Thanksgiving	October 12, 2026
Second non-instructional day (Province wide)	October 23, 2026
Remembrance Day	November 11, 2026
Third non-instructional day	November 27, 2026
Schools close for Winter vacation	December 18, 2026
Schools re-open after Winter vacation	January 4, 2027
Fourth non-instructional day	February 12, 2027
Family Day	February 15, 2027
Schools close for Spring vacation	March 12, 2027
Schools re-open after Spring vacation	March 31, 2027
Good Friday	March 26, 2027
Easter Monday	March 29, 2027
Fifth non-instructional day	May 21, 2027
Victoria Day	May 24, 2027
Administrative Day and School Closing	June 25, 2027
• Sixth non-instructional day to be chosen by each school	

Motion Carried Unanimously

D. PERSONNEL ITEMS

- D.1.** Director of Human Resource Services Knudson presented the Human Resources Update (Staffing Report).

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

E. FINANCE AND LEGAL AFFAIRS

- E.1. Monthly Financial Report: March 2024**

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

- E.2. Budget Change Report: March 2024**

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

F. FACILITIES PLANNING

- F.1. Operations Update: April 2024**

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

Partners and Trustees had questions of clarification.

F.2. Cedar Hill Middle School Seismic Project Update

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

Trustees had questions of clarification.

F.3. Lead in Water Report

Director of Facilities Services Vistisen-Harwood provided the annual Lead in Water Report.

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 8:42 p.m.

TO: Operations Policy and Planning Committee

FROM: Katrina Stride, Secretary-Treasurer on behalf of the Policy Sub-Committee

DATE: April 22, 2024

RE: **Policy 8251 – Trustees’ Code of Conduct**

Background

The Ministry of Education and Child Care and the BC School Trustees Association (BCSTA), in partnership with a sector advisory committee, codeveloped voluntary provincial criteria for school trustees’ codes of conducts. The criteria were intended to provide trustees with clarity on their roles and responsibilities respecting conduct, as codes of conduct can assist boards to focus on their core responsibilities to deliver educational programs and to support safe and inclusive schools and workplaces.

On June 2, 2023, the criteria were released along with [guidelines](#) and training supports.

On August 1, 2023, the Minister of Education and Child Care informed the Board that a scan of Policy 8251 Trustees’ Code of Conduct was completed and had identified that a component addressing breaches and sanctions was missing.

The Ministry of Education and Child Care and BCSTA have requested that boards submit revised Codes of Conduct by April 30, 2024.

Recommended Motion

At the April 16, 2024 Policy Sub-Committee meeting, Policy 8251 Trustee’s Code of Conduct was revised. Section titles were incorporated into the Policy, and a new section titled Corrective Measures was added.

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 8251 Trustees’ Code of Conduct.

Supporting Documents

Current Policy 8251 Trustees’ Code of Conduct
Revised Policy 8251 Trustees’ Code of Conduct - Tracked Changes
Revised Policy 8251 Trustees’ Code of Conduct - Clean

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

POLICY 8251

TRUSTEES' CODE OF CONDUCT

Drafted:

Adopted: July 27, 1987

Revised: January 16, 2012

Reviewed: March 12, 2012

May 30, 2022

Frequency

of Review: Annual

1.0 RATIONALE

- 1.1 Trustees are elected to their position, which carries with it the understanding that the electorate determines its support for the effectiveness of a Trustee at election time. As elected members of the Board of Education, Trustees fully acknowledge the public trust that is invested in the Board and the responsibility.
- 1.2 This Trustees' Code of Conduct represents the commitment of the Board of Trustees to meeting the highest standards of conduct and is designed to provide trustees with principles and standards for expected behavior in accordance with the Board's mission, vision and values and priorities outlined in the multi-year strategic plan.

2.0 DEFINITIONS

- 2.1 Conflict of Interest: a situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity.
- 2.2 Fiduciary Duty: A fiduciary (the Trustee) is someone who has undertaken to act for and on behalf of another (the District) in a particular matter in circumstances which give rise to a relationship of trust and confidence. In such a relationship, good conscience requires the fiduciary to act at all times for the sole benefit and interest of the one who trusts (the District).

3.0 POLICY

- 3.1 Trustees will:
 - 3.1.1 Carry out their responsibilities as detailed in [Policy 8250 - Role of the Trustee](#).
 - 3.1.2 Abide by the policies and bylaws of the Board, all applicable legislation and regulations, in particular the School Act, and the Oath of Office.
 - 3.1.3 Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to their employer, advocacy or interest groups, and membership on other boards. Protect and uphold the integrity of the District and Board.
- 3.2 Board members actively debate the merits of every decision, but once a decision has been made, all members recognize the democratic majority when articulating their opinions on a decision.
- 3.3 A Board of Education's authority and responsibility rest solely within the corporate board. Trustees have no individual authority.
- 3.4 Creating understanding and building respectful relationships between board members is instrumental to fostering healthy debate and ensuring an effective decision-making process.
- 3.5 Trustees will constructively engage with community members in the establishment and interpretation of Board policies, bylaws and directions to ensure the best possible outcomes for students.
- 3.6 Trustees are individually responsible for the content of their comments, posts and "likes" on social media and must ensure that their use of social media is consistent with the Trustees' Code of Conduct.

- 3.7 Trustees will respect the authority vested in the role of Superintendent of Schools by definition in the School Act, and give the responsibility to manage and operationalize Board policies, bylaws and directions to the Superintendent of Schools and their leadership team.
- 3.8 This Code operates as a supplement to the existing statutes governing the conduct of Trustees in all their roles. The following primary provincial and federal legislation govern the conduct of Trustees:
- School Act
 - Trustee's Oath of Office
 - Freedom of Information and Protection of Privacy Act
 - Human Rights Code
- 3.9 If there is uncertainty about the scope of any of the clauses contained in the Code, Trustees may consult with the Chair, Superintendent or Secretary-Treasurer, or ask the Board for clarification. A Trustee may request guidance from other Trustees, the Superintendent and the Secretary-Treasurer in regard to conflict of interest matters.
- 3.10 Trustees shall ensure comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Trustees.
- 3.11 Trustees must maintain confidentiality in regard to in camera issues.
- 3.12 No trustee shall disclose or release by any means to any member of the public, any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board. This is a continuous obligation that extends beyond the trustees' term of office.
- 3.13 Trustees should not access or attempt to gain access to confidential information in the custody or control of the Board unless it is necessary for the performance of their duties. No Trustee shall use confidential information for personal gain.
- 3.14 If there is uncertainty about whether information is confidential, the trustee should consult with the Chair of the Board, Superintendent or Secretary-Treasurer, or ask the Board for clarification.
- 3.15 The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee shall speak on behalf of the Board unless expressly authorized by the Chair or the Board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.
- 3.16 Trustees are required to adhere to all Board bylaws, policies, regulations, and procedures and Ministry directives regarding gifts, benefits and hospitality. Trustees shall not accept a gift from any person or entity that has dealings with the Board, if a reasonable person might conclude that the gift could influence the Trustee in performance of their duties.
- 3.17 There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to official trustee business.
- 3.18 Trustees shall avoid being placed in a position of conflict of interest. When a Trustee becomes aware that they are in a position that creates a conflict of interest, whether real or perceived, they must declare the nature and extent of the conflict at a Board meeting and abstain from deliberating or voting on the issue giving rise to the conflict.
- 3.19 No trustee may obtain personal financial gain from the use or sale of Board- developed intellectual property such as, but not limited to inventions, creative writings and drawings, computer programs, technical innovations, or other items capable of being patented, since all such property remains exclusively that of the Board.
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- 3.22 No trustee shall use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any staff member with the intent of interfering with that person's duties, including the duty to disclose improper activity.

- 3.23 Trustees shall be respectful of the role of staff members to provide advice based on political neutrality and objectivity and without undue influence from any individual Trustee.
- 3.24 Individual Trustees shall not provide direction to staff members. Trustees work with the Chair of the Board and the Superintendent. The Superintendent is responsible for communication directions and associated expectations to staff on behalf of the Board of Education.
- 3.25 Trustees recognize that only the Board and not individual Trustees, may assess the Superintendent's performance.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act* and abide by the policies and bylaws of the Board, all applicable legislation and regulations, in particular the *School Act*, and the Oath of Office.

5.0 REFERENCES

Nil

POLICY 8251

TRUSTEES' CODE OF CONDUCT

Drafted:

Adopted: July 27, 1987

Revised: January 16, 2012

Reviewed: March 12, 2012

May 30, 2022

Frequency

of Review: ~~Annual~~ Within 6 months of the Inaugural Board Meeting and every two years

1.0 RATIONALE

- 1.1 Trustees are elected to their position, which carries with it the understanding that the electorate determines its support for the effectiveness of a Trustee at election time. As elected members of the Board of Education, Trustees fully acknowledge the public trust that is invested in the Board and the responsibility.
- 1.2 This Trustees' Code of Conduct represents the commitment of the Board of Trustees to meeting the highest standards of conduct and is designed to provide trustees with principles and standards for expected behavior in accordance with the Board's mission, vision and values and priorities outlined in the multi-year strategic plan.

2.0 DEFINITIONS

- 2.1 Conflict of Interest: a situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity.
- 2.2 Fiduciary Duty: A fiduciary (the Trustee) is someone who has undertaken to act for and on behalf of another (the District) in a particular matter in circumstances which give rise to a relationship of trust and confidence. In such a relationship, good conscience requires the fiduciary to act at all times for the sole benefit and interest of the one who trusts (the District).

3.0 POLICY

3.0 AUTHORITY AND RESPONSIBILITY

3.0.1. Trustees will:

3.0.1.1. Carry out their responsibilities as detailed in [Policy 8250 – Role of the Trustee](#).

3.0.1.2. Abide by the policies and bylaws of the Board, all applicable legislation and regulations, in particular the School Act, and the Oath of Office.

3.0.1.3. Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to their employer, advocacy or interest groups, and membership on other boards. Protect and uphold the integrity of the District and Board.

~~3.2~~ 3.0.2. Board members actively debate the merits of every decision, but once a decision has been made, all members recognize the democratic majority when articulating their opinions on a decision.

~~3.3~~ 3.0.3. A Board of Education's authority and responsibility rest solely within the corporate board. Trustees have no individual authority.

~~3.4~~ 3.0.4. Creating understanding and building respectful relationships between board members is instrumental to fostering healthy debate and ensuring an effective decision-making process.

- ~~3.0.5.3-5~~ _____ Trustees will constructively engage with community members in the establishment and interpretation of Board policies, bylaws and directions to ensure the best possible outcomes for students.
- ~~3.0.6~~ _____ Trustees are individually responsible for the content of their comments, posts and “likes” on social media and must ensure that their use of social media is consistent with the Trustees’ Code of Conduct.
- ~~3.0.7~~ _____ Trustees will respect the authority vested in the role of Superintendent of Schools by definition in the School Act, and give the responsibility to manage and operationalize Board policies, bylaws and directions to the Superintendent of Schools and their leadership team.
- ~~3.0.8~~ _____ This Code operates as a supplement to the existing statutes governing the conduct of Trustees in all their roles. The following primary provincial and federal legislation govern the conduct of Trustees:
- School Act
 - Trustee’s Oath of Office
 - Freedom of Information and Protection of Privacy Act
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- ~~3.0.9~~ _____ If there is uncertainty about the scope of any of the clauses contained in the Code, Trustees may consult with the Chair, Superintendent or Secretary-Treasurer, or ask the Board for clarification. A Trustee may request guidance from other Trustees, the Superintendent and the Secretary-Treasurer in regard to conflict of interest matters.
- ~~3.0.10~~ _____ Trustees shall ensure comments are issue-based and not personal, demeaning or disparaging with regard to any person, including Board staff or fellow Trustees.

3.1 CONFIDENTIALITY

- ~~3.1.1~~ _____ Trustees must maintain confidentiality in regard to in camera issues.
- ~~3.1.2~~ _____ No trustee shall disclose or release by any means to any member of the public, any confidential information acquired by virtue of their office, in either oral or written form, except when required by law or authorized by the Board. This is a continuous obligation that extends beyond the trustees’ term of office.
- ~~3.1.3~~ _____ Trustees should not access or attempt to gain access to confidential information in the custody or control of the Board unless it is necessary for the performance of their duties. No Trustee shall use confidential information for personal gain.
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3.2. CONFLICT OF INTEREST

- ~~3.2.145~~ _____ The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee shall speak on behalf of the Board unless expressly authorized by the Chair or the Board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.
- ~~3.2.246~~ _____ Trustees are required to adhere to all Board bylaws, policies, regulations, and procedures and Ministry directives regarding gifts, benefits and hospitality. Trustees shall not accept a gift from any person or entity that has dealings with the Board, if a reasonable person might conclude that the gift could influence the Trustee in performance of their duties.
- ~~3.2437~~ _____ There are circumstances in which the acceptance of a gift, benefit or hospitality occurs as part of the social protocol or community events linked to official trustee business.
- ~~3.2.448~~ _____ Trustees shall avoid being placed in a position of conflict of interest. When a Trustee becomes aware that they are in a position that creates a conflict of interest, whether real or perceived, they must declare the nature and extent of the conflict at a Board meeting and abstain from deliberating or voting on the issue giving rise to the conflict.
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- 3.4.1 Trustees are required to conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct. The failure by Trustees to conduct themselves in compliance with this policy may result in the Board instituting corrective measures. Misconduct and breaches of the Code of Conduct may affect the Board's ability to offer an educational program and the ability to support safe and inclusive schools and workplaces. The Board, in dealing with misconduct or breaches of the Code of Conduct, will work to resolve issues early and with measures that are commensurate with the underlying factual context. The Board may decide it is appropriate to use an informal resolution process, such as mediation, prior to a formal process, such as an investigation.
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5.0 REFERENCES

Nil

To: Operations Policy and Planning Committee Meeting

From: Tom Aerts, Associate Superintendent

Date: April 22, 2024

RE: School Calendars 2025-26 and 2026-27

Background:

Following consultation with the following groups: CUPE 382, CUPE 947, GVTA, VCPAC, and VPVPA as well as School Districts 62 and 63, draft calendars have been developed for both the 2025/26 and 2026/27 school years. As a district we have previously approved the school calendar for 2024/25, the 2025/26 and 2026/27 calendars are being proposed to align as much as possible with our neighboring districts, Sooke and Saanich, and provide as much planning notice as possible to community members. Ultimately, we will establish a three-year calendar that extends through the 2026/27 school year.

The Board must provide an opportunity for parents and representatives of the employees to provide comments to the Board with respect to the proposed school calendar.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2025/2026 and 2026/2027 school calendars on the School District website for a period of one month.

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

	2025/2026 School Calendar	2026/2027 School Calendar
Professional Development Days (Non-instructional days)	Monday, September 22, 2025 Friday, October 24, 2025 Friday, November 21, 2025 Friday, February 13, 2026 Friday, May 15, 2026 * One additional day with date chosen by each school	Monday, September 21, 2026 Friday, October 23, 2026 Friday, November 27, 2026 Friday, February 12, 2027 Friday, May 21, 2027 * One additional day with date chosen by each school
School Opening	Tuesday, September 2, 2025	Tuesday, September 8, 2026
National Day of Truth and Reconciliation	Tuesday, September 30, 2025	Wednesday, September 30, 2026
Thanksgiving	Monday, October 13, 2025	Monday, October 12, 2026
Remembrance Day	Tuesday, November 11, 2025	Wednesday, November 11, 2026
Last day of classes before Winter vacation	Friday, December 19, 2025	Friday, December 18, 2026
Schools re-open after Winter vacation	Monday, January 5, 2026	Monday, January 4, 2027
Family Day	Monday, February 16, 2026	Monday, February 15, 2027
Last day of class before Spring vacation	Friday, March 13, 2026	Friday, March 12, 2027
Schools re-open after Spring vacation	Monday, March 30, 2026	Wednesday, March 31, 2027
Good Friday	Friday, April 3, 2026	Friday, March 26, 2027
Easter Monday	Monday, April 6, 2026	Monday, March 29, 2027
Victoria Day	Monday, May 18, 2026	Monday, May 24, 2027
Administrative Day and School Closing	Friday, June 26, 2026	Friday, June 25, 2027

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One *Learning* Community



TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: April 29, 2024

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

- Attended the Education Research Development and Innovation Meeting – April 3-5, 2024
- Special Open Board Budget Meetings – April 9 & 11, 2024
- Vic High Media Event – April 10, 2024
- Monthly Administrators' Meeting – April 11, 2024
- CFX Interview with Al Ferraby – April 12, 2024
- All Superintendents' Zoom Meeting – April 15 & April 22, 2024
- Pathways & Partnerships Career Fair – April 25, 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
- Songhees Nation Pancake Breakfast – April 25, 2024
- Indigenous Celebration – Vic High – April 30, 2024

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 – April 10, 2024
- Student Wellness Fair at Vic High – April 25, 2024
- Meeting with District Principal of Inclusive Learning – April 26, 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.

Congratulations:

- To the following students who competed and who did so well at the Skills Canada Provincial Competition held in Abbotsford on April 17:
 - Thea Camden (Cabinet Making) SIP Student
 - Jake Grenier (Electrical) SIP Student
 - Joe Harris (Public Speaking) - Silver Medal (2nd best in the Province)
 - Haruhi Nakai (Baking) - Bronze Medal (3rd best in the Province)
 - Belinda Van Swieten (Culinary) SIP Student – Silver Medal (2nd best in the Province)
- To the Pathways & Partnerships' Student Scholarship recipients. Wishing you all the best as you pursue your chosen careers.
- To the Grade 12 students for all their work on their capstone projects.

Gratitude: The Superintendent would like to thank the following:

- Facilities Services Department for all their planning and work involved in the move from SJ Willis site to the newly opened Vic High building.
- Human Resources Department for all their work in preparing the staffing packages.
- Pathways & Partnership Department for organizing and hosting the Career Fair.
- Secretary-Treasurer Katrina Stride and the Financial Services Department for all their work in assisting with the 2024-25 budget process.
- Student Wellness Fair – for all the student efforts and the support of Vic High Principal Aaron Parker, and Vice-Principals Danielle Mercer and Sara Reside.
- May 6 – Week of Appreciation for Teachers Teaching On Call (TTOC)

Recommended Motion:

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

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

Office of the Superintendent

Deb Whitten – Superintendent

To: Board of Education
From: Deb Whitten, Superintendent of Schools
Date: April 29, 2024
RE: Bi-Annual Report: International Student Program

Background

Further to the November 6, 2023, Education Policy and Directions Memo *International Student Program* and as per Policy 5128 International Student Enrollment, Section 3.9 this memo provides the bi-annual report on the International Student Program including the current student enrollment and any recommendations for future enrollment levels which are based on the availability of space in the 2024-2025 school year.

Information

For the 2023-2024 school year there are 813 students enrolled in secondary schools, 53 students enrolled in middle schools and 46.5 students enrolled at elementary schools for a total of 912.5 (annualized) international students enrolled in the Greater Victoria School District.

Based on the multi-year contractual agreements, of the current 912.5 International students enrolled in the District, 287.5 International students are anticipated to return and 562.5 new students are projected to join the District for the 2024-2025 school year. It is anticipated that the number of returning students will decrease between now and September 1, 2024.

As outlined in table 2, the projected and recommended number of International students for the 2024-2025 school year is 850 (annualized). This projection is based on the availability of space and historical knowledge including school placements.

Table 2: 2023-2024 Annualized enrollment and the projected enrollments for the 2024-2025 school year

	2023/24 Annualized Enrolment (Final)	2024/25 PROJECTED ANNUALIZED ENROLMENTS	2024/25 CONFIRMED ANNUALIZED ENROLMENTS AS OF APRIL 16,2024
Secondary School			
Esquimalt	85.00	110.00	42.00
Lambrick	119.50	135.00	72.00
Mt. Doug	212.70	180.00	117.00
Oak Bay	131.70	75.00	64.00
Reynolds	103.90	50.00	28.50
Spectrum	113.50	100.00	45.50
Vic High	46.500	90.00	53.00
Total Secondary	812.80	740.00	422.00
Middle School			
Arbutus	23.60	17.00	15.00
Cedar Hill	4.00	7.00	6.50
Central	2.00	2.00	1.00
Colquitz	0.00	0.00	0.00
Glanford	3.50	5.00	5.00
Gordon Head	7.80	9.00	9.00
Lansdowne	2.00	5.00	5.00
Monterey	9.50	3.00	3.00
Rockheights	0.00	1.00	1.00
Shoreline	0.00	0.00	0.00
Total Middle School	52.40	49.00	45.50
Elementary School			
Braefoot Elementary	4.10	3.00	0.50
Campus View Elementary	5.70	7.00	1.00
Frank Hobbs Elementary	8.30	10.50	7.50
George Jay Elementary	0.00	2.00	2.00
Hillcrest Elementary	10.00	11.00	5.50
James Bay Elementary	0.00	1.00	1.00
Lake Hill Elementary	1.50	3.00	0.00
Margaret Jenkins Elementary	4.50	5.50	3.50
Northridge Elementary	0.50	0.00	0.00
Oaklands Elementary	2.00	2.50	2.00
Quadra Elementary	0.50	0.50	0.50
Rogers Elementary	0.50	2.00	0.50
Sir James Douglas Elementary	0.00	3.50	1.00
South Park Elementary	0.60	3.00	3.00

Strawberry Vale Elementary	0.00	1.00	1.00
Torquay Elementary	6.50	3.50	1.50
Vic West Elementary	1.00	0.00	0.00
View Royal	0.00	1.00	1.00
Willows Elementary	1.00	1.00	1.00
Total Elementary School	46.70	61.00	32.50
OVERALL TOTAL	911.90	850.00	454.50

Office of the Associate Superintendent

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4220 Fax (250) 475-4112

Tom Aerts – Associate Superintendent

To: Board of Education Meeting
From: Tom Aerts, Associate Superintendent
Date: April 29th, 2024
RE: Specialty Academy Fees for 2024-2025

Background:

In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fee relating to the direct costs incurred by the Board in providing the specialty academy that is in addition to the costs of providing a standard educational program. The Parent Advisory Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the Parent's Advisory Council, after which a Board that offers specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1st.

In accordance with Policy 6159, the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship.

Discussion:

Attached to this memorandum is the Academy Schedule of Fees, approved and signed by their Parent Advisory Councils, for:

- Esquimalt High School Rugby Academy
- Lambrick Park Diamond for Excellence Baseball and Softball Academy
- Reynolds Secondary Centre for Soccer Excellence Academy
- Spectrum Hockey Skills Academy

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the parents' advisory council for the school where the board proposes to offer a specialty academy.

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.



École Reynolds Secondary School

3963 Borden St. Victoria, BC V8P 3H9
Telephone: (250) 479-1696
www.reynolds.sd61.ca reynolds@sd61.bc.ca

The Reynolds Centre for Soccer Excellence

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and


Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the Reynolds Centre for Soccer Excellence as approved by our parent advisory council:

The cost to students for participating in the The Reynolds Centre for Soccer Excellence is **\$1100** for a yearly fee for grade 9, 10 and 11 students and **\$600** for a yearly fee for grade 12 students. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:



Peter Tyrrell (Vice Chair)
PAC Member Signature & Name

PAC Member Signature & Name



Aaron Norris, Principal
Principal Signature & Name

Pauline
Robertson

Pauline Robertson (Treasurer)
PAC Member Signature & Name

PAC Member Signature & Name





ESQUIMALT HIGH SCHOOL

847 Colville Road, Victoria, B.C. V9A 4N9

phone 382-9226 fax 361-1263 esquimalt@sd61.bc.ca

FOUNDED 1918
"ESSE QUAM VIDERI"

The Esquimalt High School Rugby Academy

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Esquimalt High School Rugby Academy** as approved by our parent advisory council:

The cost to students for participating in the **Rugby Academy** is **\$100** per month for a yearly fee (10 months) of **\$1000**. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Miriam Andersen

PAC Member Signature & Name

Krista Moffett

K. Moffett
PAC Member Signature & Name

Heidi Hackman-treasurer

H. Hackman
PAC Member Signature & Name

[Signature]

B. McGregg
PAC Member Signature & Name

[Signature]

sarah Garr
Principal Signature & Name

Lambrick Park Secondary School

4139 Torquay Drive, Victoria, B.C. V8N 3L1
Phone: 250-477-0181 Fax #: 250-477-0143



Website: www.lambrickpark.sd61.bc.ca

Email: lambrickpark@sd61.bc.ca

Gord Mitchell, Principal

Emily Mathias, Vice Principal

Stefanie Sloboda, Vice Principal

The Lambrick Park Secondary Baseball and Softball Academy

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2024-25 fee structure for the **Lambrick Park Secondary Baseball and Softball Academy** as approved by our parent advisory council:

The cost to students for participating in the **Lambrick Park Secondary Baseball and Softball Academy** is **\$\$150** per month for a yearly fee (10 months) of **\$1500** Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Dana Eckardt
[Signature]

PAC Member Signature & Name

Dawn McLean
[Signature]

PAC Member Signature & Name

[Signature] - DAVE BONE

PAC Member Signature & Name

[Signature]
Sally Tinis

PAC Member Signature & Name

Gord Mitchell
[Signature]

Principal Signature & Name



The Spectrum Hockey Academy

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.


The following is the 2024-25 fee structure for the Spectrum Hockey Academy as approved by our parent advisory council:

The cost to students for participating in the Spectrum Hockey Academy is \$175 per month for a yearly fee (10 months) of \$1750. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Nicole Nyvall

 PAC Member Signature & Name

Maira Chambers

 PAC Member Signature & Name

Christine Surridge

 PAC Member Signature & Name

 PAC Member Signature & Name

Bruce Bidney

 Principal Signature & Name

REGULATION 6163.1

LEARNING RESOURCES

I RESOURCES PLAN

Each school will develop a plan for a broad school-wide approach for the use of learning resources.

THE PLAN WILL:

1. reflect an intentional change from single text-based instruction to resource-based instruction;
2. include an outline of the process by which all learning resources in the school are selected, ordered, received, catalogued, processed, housed, circulated and maintained;
3. include the application of resource management and resource acquisition software (library automation) with the idea of maximizing access to information;
4. be congruent with the District's and School's Technology Plan.

II EVALUATION AND SELECTION OF LEARNING RESOURCES

1. **In the process of selecting All learning resources, prioritization will be given to a wide variety of educationally appropriate materials, with a range of teaching and learning styles.** which are consistent with the educational goals of the Ministry and relevant to the objectives of a particular course and appropriate to the learner's age level and learning style are acceptable for use in this school district.
2. Each school's learning resource collection will reflect the variety of formats recommended by the Ministry of Education.

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

—3. 2. Where a choice exists, **for** all types of learning resource material, print, and non-print, **priority** should be **given to local and/or Canadian content**. ~~in origin, and be obtained from Canadian sources and reflect Canadian cultural values.~~

3. **Ensure that any approved local educational resource material that promotes an understanding of and appreciation for the history, language and culture of Indigenous peoples in British Columbia includes a primary focus on the Esquimalt and Songhees First Nations in whose territories the District resides.**

4. ~~Schools may purchase non-recommended materials. However, resources selected that are not on the Ministry's recommended list require the completion of the **Ministry In-depth Evaluation Form** (*Appendix A*). Evaluations are not required for single copy purchases of print materials, e.g., a single book to be used for reference or recreational reading.~~

5. ~~Any software or hardware purchased by a school should have the potential for expansion within the school, and connectivity to other schools in the catchment area. i.e. sharing information sources within a school and within the District.~~

4. ~~The Principal or designate is responsible for evaluating the suitability of any material or service produced by a community agency and used as a resource in a particular school.~~ **The Superintendent or designate and principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.**

7. ~~A member of the School Services Department and/or a designated specialist area teacher recommended by School Services Department, will be responsible for the evaluation of materials and services used by more than one school in the District and produced by a community agency.~~

8. ~~The criteria used on page 21 of the Ministry document **Selection and Challenge of Learning Resources** will be used by this District to evaluate resource materials and services produced by community agencies.~~

III ~~CHALLENGE~~ **REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**

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1. ~~If any learning resource used in a school is challenged on the grounds that it is inappropriate, the following procedures will apply:~~

1. All members of the school community reserve the right to voice concerns regarding the use of a specific learning resource. A member of the school community is defined as a student, staff member, or caregiver of a student affiliated with the school where the learning resource is located.
2. Concerns will be considered based on the principles for selecting and evaluating resources as presented in Policy 6163.1 and through a reconsideration procedure as outlined in Regulation 6163.1.
3. The individual requesting reconsideration of a learning resource must demonstrate how the resource in question fails to comply with the guidelines in Policy 6163.1.
4. If the person challenging the use of a learning resource is a staff member at the site where the learning resource is in question, they shall not participate in decision making during the informal stage of reconsideration nor be a member of the formal reconsideration committee.
5. Decisions resulting from requests to reconsider the use of learning resources will only apply to the specific context in which the request is made. Decisions will not be applied more widely.
6. The reconsideration procedure involves two stages, which are outlined in #7.

7. Stages of the Reconsideration Procedure

- a. Stage 1 – School Level (see Appendix A - Flow Chart and Appendix B – Inquiry into the Suitability of a Learning Resource Form)

2. ~~i.~~ Upon receiving a ~~complaint~~ request for reconsideration, the teacher, teacher-librarian and/or Principal will review Policy 6163.1 and Regulation 6163.1 and endeavour to resolve the issue informally. ~~Regardless of the outcome, a written report must be kept on file in the Principal's office.~~

~~3. ii.~~ If no informal resolution is achieved at the school level, the Principal will provide the ~~complainant~~ requestor with an Inquiry into the Suitability of a Learning Resource Form (Appendix B) ~~TO BE COMPLETED AND RETURNED TO THE PRINCIPAL AND to~~

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be completed and returned to the principal and forwarded to the Superintendent or designate.

b. Stage 2 – District Level

i. Upon receipt of the Inquiry into the Suitability of a Learning Resource, the Superintendent or designate will call a meeting of the District Ad Hoc Learning Resources Review Committee (the Committee).

~~and the Principal or designate will call a meeting of the Learning Resources Consultative Committee.~~

ii. The Committee will be comprised of:

- Superintendent or designate (Chair of committee)
- 1 District administrator (with expertise related to the area for reconsideration)
- 1 School based Principal or Vice Principal from the Victoria Principal and Vice Principal Association (VPVPA) assigned to the school level where the learning resource is being reconsidered. This individual will not be from the school where the request for reconsideration of the learning resource is occurring.
- 2 teacher representatives as selected by the Greater Victoria Teachers Association (GVTA) with relevant expertise (of which at least one member will be a teacher librarian)

iii. The committee shall meet as soon as possible upon receipt of the request for reconsideration form.

iv. The committee shall review the challenged resource and determine whether it conforms to the principles outlined in the District's Policy 6163.1 on Learning Resources.

v. The committee may consult with persons or resources it deems appropriate for its consideration.

vi. The committee shall prepare a written report with background information and their decision for the Superintendent of Schools.

vii. The requestor and Principal shall be informed in writing of the outcome of the committee's final decision.

8. In all cases where there is a request for reconsideration of a learning resource, the learning resource will remain in place until the request for reconsideration process is complete.

~~5. This committee will review the challenged material in the context of the evaluation criteria outlined by the Ministry document, Selection and Challenge of Learning Resources; consult with others if necessary, and then confer with the complainant. If the issue is resolved, the matter will be considered closed.~~

~~6. Should no mutually acceptable solution be accomplished, the Committee's recommendations as well as the Inquiry into Suitability of a Learning Resource Form will be forwarded to the Superintendent, or designate, who will submit them to the board of School Trustees for the final decision.~~

~~IV INSTRUCTIONAL PROGRAMS~~

~~* Regulations are under development.~~

~~V DISTRICT COORDINATION OF LEARNING RESOURCES~~

~~1. Information Services is responsible for coordinating:~~

~~a) hot line or technical support from commercial vendors;~~

~~b) access to and accounts for various information sources.~~

~~c) The training necessary to efficiently operate resource management, telecommunications and computer assisted curriculum software. This training may be provided by commercial vendors or knowledgeable District staff.~~

~~2. District resource centre is responsible for:~~

~~a) purchase and showcasing the newly recommended materials;~~

~~b) providing materials not commonly purchased by a school (for reasons of cost).~~

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- ~~3. Purchasing Services is responsible for~~
- ~~a) negotiating special District pricing and service for bulk purchasing of learning resource materials.~~
4. The Superintendent will maintain a coordinating committee of representatives called the Learning Resources Consultative Committee who will meet as needed to:
- ~~a) recommend to the District Leadership Team the annual disbursement of funds from the Ministry's Learning Resources Trust Fund, the Credit Allocation Plan and the District Technology budget;~~
- ~~b) support and encourage the development of resource services and resource-based instructional techniques within District schools;~~
- ~~c) coordinate any pilot learning resources project between or among District schools.~~
- ~~d) facilitate a satisfactory conclusion to a challenged material.~~
- ~~e) This committee will have representation from:~~
- ~~VAA – Elementary & Secondary~~
- ~~GVT A Elementary & Secondary~~
- ~~GVT LA Elementary & Secondary~~
- ~~VCPAC Elementary & Secondary~~
- ~~SSCC~~
- ~~Trustee~~
- ~~ASA~~
- ~~District School Services Department~~
- ~~District Information Services Department~~
- ~~CUPE~~
- ~~f) The Committee will be chaired by either the Superintendent or designate.~~

Please refer to: Learning Resources 6163.1 (attach)

Greater Victoria School District

Approved: February 1982

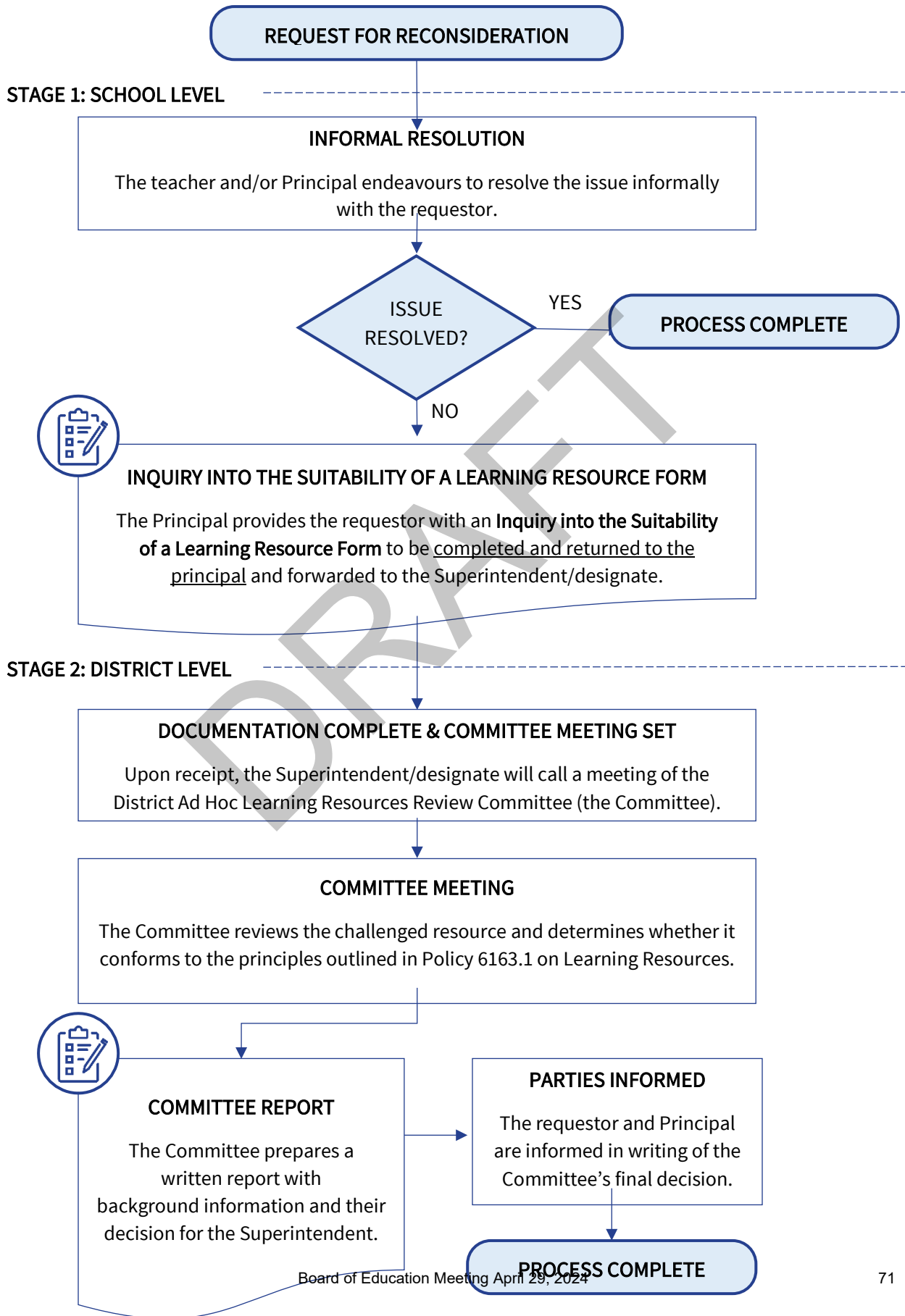
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Suspended: March 9, 1992
Re-named and revised: February 27, 1995

DRAFT

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Appendix A: Request for Reconsideration Flow Chart



APPENDIX B: Request for Reconsideration of a Learning Resource

INQUIRY INTO THE SUITABILITY OF A LEARNING RESOURCE

(Please attach additional pages if more space is needed for any section)

REQUESTOR			
Name:	Date Submitted:		
Telephone:	Address:		
Email:			
School:			
Role of Requestor: Staff Member Parent/Caregiver Student			

RESOURCE			
Complete this area for books.			
Title:	Publisher:		
Author:	Copyright Date:		
Context of Usage: Classroom Library Other: _____			
Complete this area for audio-visual or virtual resources.			
Title/Name:			Type of Resource (✓)
Method of Access: Website Streaming Service DVD Other: _____			Audio-Visual
Date Accessed:			Research Database
Context of Usage: Classroom Library Other: _____			

1. Have you reviewed the entire resource? Yes No
2. Have you read reviews of this resource by professionals? Yes No

(if so please specify the source(s) of review(s) and attached photocopies if available) _____

Appendix C: Outcome of Request for Reconsideration of an Educational Resource

Committee Chair (Stage 2) is to complete this form at the conclusion of the process. The completed form will be submitted to the Superintendent of Schools.

REQUESTOR			
Name:		Date Submitted:	
Telephone:		Address:	
School:			
Email:			
Role of Requestor:	Staff Member	Parent/Caregiver	Student

Type of Resource: _____

Title of Resource: _____

Author(s): _____

Publisher and Year: _____

Context of Usage: Classroom Library Other: _____

Reconsideration STAGE 1: (School level - informal)

Stage 1 Meeting Date(s): _____

Stage 1 Meeting Location: _____

Stage 1 Meeting Representatives (name(s) and position(s)):

STAGE 2 Learning Resources Review Committee (District level – formal)

Stage 2 Meeting Date(s): _____

Stage 2 Reconsideration Committee membership (names and positions):

Stage 2 Decision:

- No change to the status of the resource
- Withdraw permanently
- Withdraw temporarily (Indicate time period)
- Restrict use (Provide details)

Rationale for decision:

When submitting this form:

- ✓ attach the original “Inquiry into Suitability of a Learning Resource” form.
- ✓ attach any other documents that were provided during the review process.

REGULATION 6163.1 Learning Resources

3. What are your objection(s) to the resource? Please be specific and cite pages or sections.

(a) page(s) _____ Specific Objection: _____

b) page(s): _____ Specific Objection: _____

(c) page(s) _____ Specific Objection: _____

4. What do you think is the theme or purpose of the resource?

5. What impact do you believe this resource would have on students?

6. In what ways do you believe this learning resource does not comply with the rationale and the criteria for the evaluation and selection of a learning resource as outlined in Policy 6163.1?

7. In many cases, the impact of the resource will vary according to how it is presented and interpreted in the classroom. Have you discussed this resource with any of the following:

The classroom teacher?	Yes	No
The teacher librarian?	Yes	No
The principal?	Yes	No

REGULATION 6163.1 Learning Resources

8. Additional Considerations:

Signed: _____ Date: _____

DRAFT

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: April 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 March 11, 2024.

Activities

- 2024-2025 Annual Budget meetings and events
 - Public Meeting at Spectrum Community School
 - Special Open Board Meeting – Budget Bylaw Reading #1
 - Special Open Board Meeting – Budget Bylaw Readings #2 and #3
- Vic High Media Event
- Meetings with Ministry of Education and Child Care – Capital Management Branch
- Meeting with Ministry of Education and Child Care – Funding and Financial Accountability
- Meetings with community partners
- Meetings with legal counsel
- Educational Staffing Committee meeting
- Daily and weekly Senior Leadership Team meetings
- Weekly Board Chair and Superintendent agenda setting meetings
- Weekly Superintendent meetings
- Weekly Budget meetings
- Bi-weekly meetings with Board Chair
- Bi-weekly Vic High construction project meeting with Facilities and School Principal
- Bi-weekly Facilities and Superintendent meeting
- Monthly Standing Committee and Board meetings
- Monthly meetings with Board Chair, Vice Chair and Superintendent
- Monthly Administrators' meetings
- Monthly Cedar Hill construction project meeting with Facilities and School Principal
- Professional Development:
 - Reconciliation Through Indigenous Education – UBC Online Course

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

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: April 29, 2024
RE: **2024-2025 Capital Plan Bylaw**

Capital Plan 2024/25 Ministry Response Letter

On March 15, 2024, the School District received a letter in response to its 2024/25 Annual Five-Year Capital Plan submission for both Minor and Major Capital Programs. The response letter is attached.

Major Capital Programs

Under New Projects, Project #160593 Oaklands Elementary – Renovation has been supported.

Project #	Project Name	Project Type	Comments
160593	Oaklands Elementary	Renovation	Project has been supported. Your Regional Director will contact you regarding next steps.

Under Projects in Development from Previous Years, Project #150466 Sundance Elementary – Seismic continues to be supported with a request that the District submit a Project Definition Report (PDR) to the Ministry as soon as possible.

Project #	Project Name	Project Type	Comments
150466	Sundance Elementary	Seismic	Please submit Project Definition Report (PDR) to Ministry as soon as possible.

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.

Minor Capital Programs

Under the School Enhancement Program (SEP), South Park Elementary has been approved to proceed to design, tender and construction of roofing upgrades to be completed by March 31, 2025, and Central Middle School has been approved to proceed to design, tender and construction of interior upgrades to be completed by March 31, 2025.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
South Park Family School	SEP - Roofing Upgrades	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Central Middle School	SEP - Interior Construction Upgrades	\$400,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Under the Carbon Neutral Capital Program (CNCP), Colquitz Middle School has been approved to proceed to design, tender and construction of HVAC upgrades to be completed by March 31, 2025.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Colquitz Middle School	CNCP - HVAC Upgrades	\$600,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Under the Food Infrastructure Program (FIP), the response letter references Cloverdale Elementary School, but the funding is for the remaining sites that were not approved in the first round of funding, e.g. Frank Hobbs Elementary, Braefoot Elementary, Reynolds Secondary, and the Tolmie Building. Approval has been received to proceed to design, tender and construction of kitchen upgrades, including the installation of kitchen appliances and equipment, to be completed by March 31, 2025.

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Cloverdale Traditional Elementary	FIP - Kitchen Equipment and Upgrade	\$135,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Capital Plan 2025/26 Draft Submission

The draft submission for the 2025/26 Annual Five-Year Capital Plan will be presented at the Operations Policy and Planning Committee meeting on May 13, 2024. The final submission will be presented at the Operations Policy and Planning Committee meeting on June 10, 2024 with final approval at the Regular Board meeting on June 17, 2024.

Recommended Motions

The motion below reflects the wording in the Capital Bylaw No. 2024/25-CPSD61-01 Capital Plan 2024/25. The Capital Bylaw No. 2024/25-CPSD61-01 Capital Plan 2024/25 is attached.

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Bylaw No. 2024/25-CPSD61-01 Capital Plan 2024/25.

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

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

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

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024, is hereby adopted.
2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01.

Read a first time this 29th day of April, 2024;

Read a second time this 29th day of April, 2024.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01 at the April 29, 2024 Board meeting.

Motion must carry unanimously to continue to the 3rd reading

Read a third time this 29th day of April, 2024, and finally passed and adopted the 29th day of April, 2024.

Supporting Documents

Capital Plan 2024/25 Ministry Response Letter dated March 15, 2024

Capital Plan Bylaw No. 2024/25-CPSD61-01 Capital Plan 2024/25



March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent
School District No. 61 (Greater Victoria)

Capital Plan Bylaw No. 2024/25-CPSD61-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

New Projects

Project #	Project Name	Project Type	Comments
160593	Oaklands Elementary	Renovation	Project has been supported. Your Regional Director will contact you regarding next steps.

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150466	Sundance Elementary	Seismic	Please submit Project Definition Report (PDR) to Ministry as soon as possible.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
South Park Family School	SEP - Roofing Upgrades	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Central Middle School	SEP - Interior Construction Upgrades	\$400,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Colquitz Middle School	CNCP - HVAC Upgrades	\$600,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Cloverdale Traditional Elementary	FIP - Kitchen Equipment and Upgrade	\$135,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry’s Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry’s Capital Asset Planning System (CAPS) online platform) will be available on the Ministry’s [Capital Planning](#) webpage by April 1st, 2024.

School districts’ capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

A handwritten signature in blue ink that reads "Damien Crowell". The signature is written in a cursive style.

Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

CAPITAL BYLAW NO. 2024/25-CPSD61-01
CAPITAL PLAN 2024/25

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024 is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01.

READ A FIRST TIME THE 29th DAY OF April, 2024;
READ A SECOND TIME THE 29th DAY OF April, 2024;
READ A THIRD TIME, PASSED THE 29th DAY OF April, 2024.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01 adopted by the Board the 29th day of April, 2024.

Secretary-Treasurer

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: April 29, 2024
RE: **2024-2025 Annual Facility Grant (AFG) Expenditure Plan Submission**

Annual Facility Grant (AFG) Ministry Policy

As per the Ministry of Education and Child Care website, the AFG is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

The amount of a board of education's annual facility grant will be calculated by the Ministry of Education and Child Care using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

A board of education may expend its annual facility grant for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

A board of education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

There are 9 main categories of eligible AFG expenditures:

- **Accessibility upgrades** (improvements related to access for persons with mobility issues or physical disabilities);
- **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas);
- **Electrical upgrades** (improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks);

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.

- **Exterior Wall System upgrades** (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation);
- **HVAC upgrades** (improvements, replacements or provision of heating, ventilation, and air conditioning systems);
- **Interior Construction upgrades** (improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming);
- **Plumbing upgrades** (improvements, replacements or provision of washroom and plumbing systems, and safe drinking water);
- **Roofing upgrades** (scheduled roof replacements and major roof repairs);
- **Site upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety).

Expenditures for annual facility projects may include any associated consultant fees.

Examples of ineligible use of annual facility grants include:

- building expansions resulting in increases to gross facility area or nominal capacity
- building acquisitions
- site acquisitions
- acquisition of equipment, furnishings, personal computers and peripherals, servers, or vehicles and their accessories.

2024-2025 Annual Facility Grant (AFG)

For 2024-2025, the District will receive funding in the amount of \$5,110,888 for AFG; \$741,458 in Operating (\$810,431 less a recovery of \$68,973 for its share of the Capital Asset Management System), and \$4,369,430 in Capital. Total AFG funding in 2024-2025 has increased \$107K from the funding received in 2023-2024.

The 2024-2025 AFG Expenditure Plan Submission encompasses total AFG funding of \$5,110,888.

2024-2025 AFG Expenditure Plan Submission

To comply with Treasury Board direction, each school district must annually provide the Ministry with an AFG expenditure plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the Ministry's fiscal year (April 1st to March 31st). The deadline for submission of the 2024-2025 AFG expenditure plan is May 17, 2024.

The District's 2024-2025 AFG Expenditure Plan Submission is attached for information.

Supporting Document

2024-2025 Annual Facility Grant (AFG) Expenditure Plan Submission

Submission Summary

Submission Summary:	AFG 2024/2025 2024-05-31 MAIN - K12
Submission Type:	Expenditure Plan
School District:	Greater Victoria (SD61)
Open Date:	2024-04-08
Close Date:	2024-05-31
Submission Status:	Draft

Submission Category	Sum Total Project Cost
AFG	\$5,110,888
Total	\$5,110,888

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
164786	No	All Facilities	Asbestos Abatement			Asbestos Abatement	\$120,000
164793	No	All Facilities	Accessibility Upgrades			Accessibility Upgrades	\$100,000
164824	Yes	Arbutus Global Middle School	HVAC (AFG)			Continuous Optimization of DDC Controls	\$19,000
164887	Yes	Colquitz Middle School	Site Upgrades			Field Upgrade	\$74,388
164804	Yes	Craigflower Elementary	Electrical (AFG)			Telecommunications Upgrade	\$20,000
164777	Yes	Doncaster Elementary	HVAC (AFG)			Installation of Unit Vents in 8 classrooms	\$500,000
164805	Yes	Doncaster Elementary	Electrical (AFG)			network infrastructure upgrade	\$10,000
164778	Yes	Eagle View Elementary	Roofing (AFG)			Metal Roof Replacement	\$250,000
164791	Yes	Eagle View Elementary	HVAC (AFG)			Boiler Replacement	\$450,000
164818	Yes	Ecole Willows Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$15,000
164827	Yes	Ecole Willows Elementary	HVAC (AFG)			Continuous Optimization of DDC Controls	\$15,500
164885	Yes	Ecole Willows Elementary	Site Upgrades			Fence and field repair	\$75,000
164825	Yes	Esquimalt High	HVAC (AFG)			Continuous Optimization of DDC Controls	\$34,000
164744	Yes	Glanford Middle School	Roofing (AFG)			Roof Installation	\$50,000
164802	Yes	Glanford Middle School	Electrical (AFG)			Telecommunications Upgrade	\$20,000
164790	Yes	Gordon Head Middle School	Site Upgrades			Exterior Painting	\$75,000
164797	Yes	Hillcrest Elementary	Electrical (AFG)			Fire Alarm Upgrade	\$250,000
164830	Yes	Hillcrest Elementary	HVAC (AFG)			Unit Ventilator Installation	\$400,000
164823	Yes	Lambrick Park Secondary	Electrical (AFG)			LED Lighting Upgrade - math wing	\$20,000
164812	Yes	Margaret Jenkins Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$10,000
164813	Yes	Northridge Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$10,000

Submission Summary

164828	Yes	Northridge Elementary	HVAC (AFG)			Continuous Optimization of DDC Controls	\$9,000
164886	Yes	Northridge Elementary	Site Upgrades			Parking lot paving	\$75,000
164819	Yes	Oak Bay Secondary	Electrical (AFG)			LED Lighting Upgrade	\$50,000
164829	Yes	Oak Bay Secondary	Site Upgrades			Field Upgrade	\$50,000
164814	Yes	Oaklands Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$30,000
164821	Yes	Oaklands Elementary	Electrical (AFG)			LED Lighting Upgrade	\$50,000
164826	Yes	Rockheights Middle School	HVAC (AFG)			Continuous Optimization of DDC Controls	\$14,000
164489	Yes	S.J. Willis	Roofing (AFG)			Roof Replacement for section of SJ Willis	\$500,000
164792	Yes	Sir James Douglas Elementary	Site Upgrades			Gym Floor Replacement	\$200,000
164799	Yes	Sir James Douglas Elementary	Electrical (AFG)			Network infrastructure and telecommunications	\$70,000
164784	Yes	South Park Family School	Interior Construction			Interior Painting of full school	\$300,000
164789	Yes	South Park Family School	Roofing (AFG)			Roof Replacement	\$250,000
164815	Yes	South Park Family School	Electrical (AFG)			Network Infrastructure Upgrade	\$10,000
164787	Yes	Spectrum Community School	Interior Construction (AFG)			Foods and Textile Upgrades- electrical and cabinets	\$250,000
164800	Yes	Spectrum Community School	Electrical (AFG)			Network infrastructure and telecommunications	\$40,000
164822	Yes	Spectrum Community School	Electrical (AFG)			LED Lighting Upgrade - gyms	\$5,000
164783	Yes	Strawberry Vale Elementary	Site Upgrades			Replace exterior siding that is rotten	\$300,000
164803	Yes	Strawberry Vale Elementary	Electrical (AFG)			Telecommunications Upgrade	\$25,000
164781	Yes	Victoria High	Site Upgrades			Repair of fairey tec wood beams	\$50,000
164782	Yes	Victoria High	Site Upgrades			Irrigation Upgrade-South Field	\$200,000
164788	Yes	Victoria High	Interior Construction			Auditorium - carpet replacement	\$75,000
164816	Yes	View Royal Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$40,000
						Submission Category Total:	\$5,110,888

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: April 29, 2024
RE: **2024-2025 Budget Development Process Survey Results**

Background

On April 19, 2024, a survey was sent by the Secretary-Treasurer to 269 email addresses within the following groups:

- Trustees
- Senior Leadership Team
- District Leadership Team
- Principals and Vice Principals
- Partner Groups – CUPE 382, CUPE 947, GVTA, and VCPAC
- Members of Budget Working Groups
- Attendees at Student Symposium
- Attendees at Talking Tables Event
- Attendees at Public Meeting

Recipients of the survey had until 4pm on April 24, 2024 to respond. There were 101 responses received.

Survey Results

1. Which option below best describes your connection to the Greater Victoria School District?
 - a. Student
 - b. Staff
 - c. Parent/Guardian/Caregiver
 - d. Community member
 - e. Other

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.

Responses:

● Student	16
● Staff	35
● Parent/Guardian/Caregiver	42
● Community Member	2
● Other	6



Other responses include the following:

- Educational partner
- Board of Education Trustee
- Parent of 3yo and 10mo
- Parent AND community professional working with children and youth, many in target population
- Grandparent
- Parent in SD62

2. Which option below best describes your involvement with the district’s Budget Development Process?

- a. This was my first time participating
- b. This was my second time participating
- c. I have participated in the budget development process for a number of years
- d. Other

Responses:

● This was my first time participati...	46
● This was my second time partici...	20
● I have participated in the budge...	29
● Other	6



Other responses include the following:

- 3 years
- Did not participate
- Involvement?
- Please see question 3
- On partial medical leave so did not participate
- No experience

3. Please describe your experience with the 2024-25 Budget Development Process.

Did it meet your expectations? Did you feel that your feedback was directed through the appropriate channels and considered within the process? Did you feel that your participation in the process was an effective use of your time?

Responses:

1. I felt that the Working Groups were not effective. It was a lot of meetings, but the group did not make any substantial decisions or suggestions.
2. Well orchestrated. I especially appreciated the student forum and the trustees visiting students in secondary school. The Talking Tables event was excellent.
3. Feedback was provided and recorded. Decisions were contrary to the feedback given. Not particularly effective use of time.
4. Yes, I always feel I have input and that my suggestions are heard.
5. No it did not meet my expectations. I don't feel that the feedback or discussions provided in the meetings were reflected in the final budget decisions (the process felt like "lip service"). I don't feel that the feedback from the Talking Tables or Public Budget Meeting was seen by trustees, rather it felt like trustees were inserting their own personal agendas and agendas of certain groups into their budget decisions. My participation in the process was not an effective use of my time and I don't feel that it would be a valuable use of my time to participate in future budget sessions.
6. I love the budget. It's my favourite.
7. It was ok. I would have liked some more info on where the saving were to potentially come from
8. very clear presentation
9. The district did a great job. It was a shame to see low participation from community in the public forums. Board meetings should be in person so the public can come watch and participate in an acceptable way.
10. I was in the budget group on Departments. I really felt [REDACTED] focused on ISP and Indigenous Education, she was so focused on it that she was not open to opinions. I was very disappointed.
11. Yes. A number of opportunities were given for feedback.
12. I feel all aspects of this project was done fairly.
13. I felt that the process was less cumbersome this year.
14. The budget meeting was informative. I do believe that my feedback was directed through appropriate channels but my feedback was not considered in the process. The flow chart of the cuts to the strings program is not equitable across the district. And two supportive positions have been removed when children need more supports than ever. Nothing was included around training staff on how to deal with the increased safety issues they are facing in schools. I remain hopeful that this board will bring back the School Liaison program in a modified way sooner than later.
15. I appreciated the conversation and the priorities set out by the school board. I would love to see a separate in person meeting with parents/guardians of Indigenous students, if that doesn't occur already
16. I thought the Talking Tables event led to really important conversations. I also thought the Student Budget Symposium was extremely beneficial and it was really impactful to hear student voices. Thanks for organizing these events!
17. I felt that not enough financial details were provided. I have no idea what happened with my written feedback
18. I really enjoyed the conversation and the company. I didn't feel that our opinions and ideas made any difference...I feel as though the decisions had been made.
19. More public discussion about cuts needs to be held this year.
20. I felt informed and appreciated the transparency.
21. The budget symposium did meet my expectations. I think that my feedback was welcomed and taken, and that people listened to what I had to say. In my opinion, it's a good use of time and it's important to hear what students have to say.
22. Yes
23. Yes, yes, and yes.

24. I don't know the final outcome of money allocated to the things we discussed. We gave input on priority learners and EDI. I know some schools had their counselling hours reduced, which is counter-intuitive to the conversation. I didn't hear if funds were allocated to train district staff fully on what EDI is and how to create safety for all students in schools. I know increasing EA support was suggested to support priority students, but I don't believe that occurred. So while I feel consultation is important, it feels like we were gaslighted into believing that those questions would actually be addressed by the budget.
25. It felt underwhelming and impersonal
26. n/a
27. Yes, it was as expected. Yes, the feedback was directed through the appropriate channels and considered. No, I did not feel the process was worth my time. Until the Ministry of Education and Childcare properly funds Districts, it is impossible to make decisions about budgets that only cut services to kids and don't provide funding to aging infrastructure.
28. The process was not effective nor a good use of anyone's time. The board demands on staff were extreme and what information was provided was either not understood and for the most part not considered as they had their own political agendas.
29. I was not aware of a 2024-25 Budget Development process had even taken place and would like to participate in the next Budget Development Process.
30. I felt it was a good process to have honest conversations about the challenges
31. I thought this process did meet my expectations and i'm really happy with everything i learned. I think the speakers all did a really amazing job and it was just really cool to get to meet a bunch of different people. Sometimes it felt like i wasn't really sure if my ideas were actually going to be thought about when it comes to making decisions but im glad i got to speak on my thoughts and i wish more students were involved in this process to get a better understanding of all students point of view.
32. I think i had very good conversations witj the other students and learned alot. I do think i was an effective use of my time as well.
33. It would have been better if the schools were not separated
34. It was pretty well organized, and was an effective use of my time.
35. I wasn't sure what to expect, but I found it a very effective use of my time. I found it informative and learned a lot about the budget and the budget process. I had a chance to meet a variety of people involved in SD61. And I felt like there were some good opportunities for provide feedback.
36. Feedback went to the appropriate people, however, whether or not I participated would have resulted in the same outcome.
37. Yes
38. It met my low expectations. I feel like my feedback was considered, but that it didn't matter what I had to say. Every single possible decision was going to be a cut to student services and that was known before the budget process started. It was not an effective use of my time or anyone elses.
39. I really liked it! I learned a lot and enjoyed brainstorming with other kids. In the future I think it would be a good idea to mix up the kids at each table so it gives you a chance to talk to more kids and think of more ideas. Thank you for inviting me!
40. It was a fun experience, but I was under the impression that decisions have already been made and our voices were not heard. I hope the students can have an impact on the future students to come.
41. Agree on all points
42. I am not sure that I was involved in this year's process. I don't actually recall. However, the feedback I have provided has not been enacted on. My feedback is that historically/annually we look at one time savings vs looking at systemic costs like looking at our music expenditures. Music occurs at the cost of other programs, structures, supports, etc.
43. It feels as though our budget does not adequately reflect our district goals, the reality of schools' needs and it seemed unclear as to what the priorities with the trustees actually is. It seems as though the trustees are unclear on their priorities.
44. N/A
45. I feel like it met my expectations
46. I felt listened to and safe to discuss my views and opinions. It was also really nice to discuss opinions with other students from all over the district.

47. No it did not meet expectations. For future years it would be nice to see a world cafe style where each trustee or administrator sits at a table and engages in conversation with a rotating group of attendees. I wanted my conversation heard by people, not just the three people at my table.
48. This did not really meet my expectations, it felt like both years we did the exact same thing. Additionally, while we gave feedback both years, it doesn't really seem like we made a change. It does really seem like anyone was going to use the information we gave. My participation was kind of worth my time. It was effective because I learnt a bit but I felt that the entire day was spent and not much happened. For example, the simulation was the same both years and didn't really seem useful, like it was to fill time.
49. well, I thought the process was fairly good in how it was administrated, it didn't leave a lot of room for exploration into areas outside of what was presented
50. Didn't know what to do expect. Thought there would be more questions to answer. The questions covered did take a chunk of time. Yes, it was worth taking the time to be involved.
51. I feel that the Parents, Principals, Police chiefs and the Community is not being heard by The school Board!!!!!! The SPLO NEED TO BE REINSTATED INTO THE VICTORIA SCHOOL DISTRICT IMMEDIATELY!!!!!!! More funding should be given for added security cameras and securing access of doors from public walking in at any time!!!!!!
52. It did not meet my expectations. I do not feel my feedback and professional expertise was directed through appropriate channels and considered within the process. I do not feel my participation was an effective use of my time. It seems decisions were predetermined and based upon strongly formed opinions of individual trustees. The Budget development process seemed to be largely influenced by a few Trustees.
53. The evening exceeded my expectations in that there was lively and interesting discussions amongst the guests at my table. A Trustee did not join us and I am unsure if our feedback and ideas were considered.
54. No complaints. It's just hard to give input because all areas are valuable, so I feel, as a member of SD61 staff, if I give input that implies one area should be cut rather than another, I'm doing a disservice to the value of the former.
55. It was great to sit down with community members and see that their opinions are varied and less homogenous than previously thought. Many concerns other than music.
56. Yes, I thought my feedback was considered within the process however I felt that the time could have been managed better to have more student feedback rather than presentations to students. I think that my participation was an effective use of my time.
57. I thought the process was well organized and provided plenty of opportunity for input from all groups.
58. It was rewarding to listen to the other members at my table's opinions and claims. I felt like my participation was validated and it was very entertaining to listen to the guest speakers.
59. Absolutely not. The SLPO program is a primary concern for me as a parent of two teens who are seeing far worse things at their school than I would have ever imagined. As usual, programs for the most vulnerable kids are cut and the school board is unreachable and unresponsive, with one person holding everyone hostage.
60. The budget development process didn't adequately address the gaps created by the Board eliminating School Police Liaison Officers. In their FAQ from the Chair and the Board released on Friday April 19th the Board Chair admitted that gaps exist that cannot be filled due to budget issues. These gaps could be easily addressed through the engagement of trauma-informed, community minded SPLOs.
61. I cannot express my frustration at an elected body consistently disregarding the well expressed majority wishes of the body it represents.
62. I found the format very difficult. At our table of 5 intelligent high functioning professionals we couldn't understand what we were asked without help. We were looking for info regarding where items left by the cancelation of the SPLO program and were told because it was not a line item previously it would not be now. So no intent of the Board to fill gaps as promised. And now cuts to counsellors and no money for non teaching staff. Also no increase in facilities money for year over year increases in vandalism and property damage on school grounds.
63. No. No. No.

64. Not sure but I can tell you I have emailed the board and all it's members this year about other things and I have had no response from any of them. Not even the ones I voted and campaigned for. So far I don't feel heard by my board members at all
65. I don't think the Board actually listens to the general public.
66. No experience
67. This is my first time, so I hope that feedback is shared with those who need to hear it and it's considered in the process. I don't like it when this process is used for purpose of checking a box and saying "see, we consulted the stakeholders, but we're going to move ahead with our plan as we had it set months ago".
68. I feel the Board has made their choices and input from the public is a "carrot" to make people feel they are being listened to.
69. I do not feel the school board is representing the will of the constituents that vote them in. Participation in the process feels mute.
70. The budget does not fully fund all the supportive positions that, according to the Board, should be in place as an alternative to the School Police Liaison Officer program which is funded from outside sources. This is a significant failing in both budget management and program delivery. The Board needs to listen to the broad-based consensus that has formed around the importance of the SPLO in Greater Victoria schools.
71. How was this survey disseminated? I am only seeing it because someone posted it on Facebook. Was it emailed to SD61 families?
72. I think often it's a done deal and this survey will have little influence.
73. No, It did not feel heard. It's always worth my time as a parent and community professional
74. Well suggestions went unanswered and "crickets" regarding feedback! So, extremely disappointing!
75. Even though I have two children in SD 61 schools I never received any communication from SD 61 asking me to participate in the budget process
76. I believe we need to have our opinions heard but I am not confident that it is heard by all trustees.
77. It was a good chance to talk with other participants. IT was an open and friendly environment and we had a chance to talk about issues I was concerned about.
78. I am completely flabbergasted on the decision from the victoria school boards decision on not reinstating the SPLOS!! Your not listening to the community!!! You should all be fired!!!!
79. None of the above
80. It has not felt like the feedback from parents and community has been heard.
81. Absolutely not. Strings but no teachers- where has the money been allocated? We now have part time custodians and no strings. A crumbling system in desperate need of behavioural support, and no one to work because the job in this economy is not worth it. Out of touch administrators, and passionate teachers wanting to walk away.
82. Yes! I felt very happy being given the opportunity to share my ideas about the school and how to improve it. It was also very interesting to see the similarities and differences between different school environments/cultures.
83. No I didn't feel that our feedback was reflected in the final budget decisions and was not an effective use of our time.
84. Yes
85. No to all.
86. Funding is being cut where it is needed the most - EA's, counsellors, music, and nothin gin the budget to fill the gaps that have occurred from the removal of the School Police liaison officers.

4. How did this year's budget development process differ from past years or your past experience?

If you have no experience, please move on to the next question.

Responses:

1. I think too much was done behind the scenes. It didn't feel transparent, and the Board didn't discuss or debate much in public.

2. less volatile.
3. Less discussion on making balanced choices or considering impacts on students. The lack of debate and discussion is a big concern. No one seems to be talking about options other than what has been put to motion. School staff are not having their voice heard about budget impact on kids and in classrooms.
4. It always seems to include more people and more voices.
5. There seemed to be a lot more meetings, which I don't feel was necessary. Lack of trustee participation at events compared to prior years. I liked the idea of consensus last year (even though consensus was not reached) as it gave individuals an opportunity to voice their opinion on matters.
6. I think people smiled more. That helped for sure.
7. Less notice on where savings were coming from
8. calmness and confidence was evident from secretary treasurer throughout the process thus created safe and professional space for conversations
9. I would like to see Board meetings be available to the public. Zoom makes them feel really shady.
10. The groups. Did not like that stakeholders (CUPE / GVTA) were not prepared for the final budget reading. In the past they would give us a heads up so if we needed to rally we could.
11. This year the process felt smoother and more collaborative.
12. This budget year process seem to be more inclusive.
13. No public protests.
14. I hope that since I have not been active in the budget process in prior years, that my experience does get taken seriously.
15. I honestly don't think it differed...perhaps we had the illusion that our opinions would be heard the last time I attended because it was held quite a bit further from when the budget was presented. this time it was a matter of a couple of weeks.
16. This was a quieter and less hostile budget process
17. n/a
18. Similar to last year but less board members in attendance.
19. Every year I have less hope.
20. From the past years, we've had snow days. When all the school districts in Victoria had snow days, why didn't the students of district 61 get one? Because the district lacked the funding? Upsetting students and spending the money elsewhere which has no impact on the students is not a better way of spending the budget, in my opinion. I feel as if employing too many EA's is unnecessary and that money could be used towards the occasional snow day. I know that job opportunities are helpful for EA's but, not a satisfying way of how the budget is used. I hope we get snow days next year, and the students of district 61 won't ponder on why they didn't get one and criticize their lovely district. :)
21. The process this year was less transparent and less trustees were in attendance at most meetings. Seemed like the board made decisions behind closed doors
22. It was great to take part in a specific and focused conversation in a group. There was more open conversation rather than receiving presentations and having little time left for conversation.
23. The sticky notes and having students practice the school budgeting was really well done this year.
24. N/A
25. Breaking us up into 3 groups was new for me. This meant, however, that I was only allowed to see one area of the budget.
26. Plenty of input for community
27. In previously years I was devastated by the cuts to student funding. Now I'm merely disappointed as I've become normalized to annual cuts to student services and the ineffective advocacy work of senior administration and trustees to get more money from the government.
28. Sorry but I didn't come last year
29. Slightly improved.
30. It didn't differ for prior years, other than slightly different presentations.
31. The school boards decisions have appalled the citizens of Victoria!!! Of course we don't trust the boards decisions anymore!!!! Of course we are all watching and involved!!!!!!!!!!!!!! We care about our kids safety!!! Don't you care about how we feel!!!!!!!!!!!!!!

32. There was more in-person interaction in previous years. Trustees considered the professional expertise of staff in previous years to a greater extent.
33. Much more opportunity for input and for consideration through different lenses; components clearer and more understandable, not rushed
34. Seemed less divisive and volatile to me - no easy decisions, but tone/deliberations seemed more fair and less targeted at particular areas/groups within the district.
35. I had a few opportunities to sit and discuss with the Board as well as parents. I also filled out a few surveys.
36. It felt more cohesive and proactive.
37. Just as frustrating as fighting for music programs not to be cut, or to get playground built. Always us vs the board who is supposed to be working for us.
38. It didn't adequately address funding gaps created by the Board because of the elimination of SPLOs.
39. More difficult
40. This year the Board needs to consider the funding limitations for positions that would replace the SPLO program and the implications if there is neither funding for school positions and a continued adherence to a wholly unsupported anti-SPLO mindset. There are gaps left and the Board has no budgetary plan or fiscal room to address the problem.
41. no clear listening to the population
42. Previous years they allowed the community to speak and the board listened! Not the current board however- as I said above "crickets"
43. I appreciated the working groups which narrowed the discussion to more manageable items
44. I am watching the school board and so is the whole community!!! We won't rest till we get the SPLOs back in!!
45. There is less listening to what people are asking for and more dictatorial measures.
46. The number of meetings didn't seem to be necessary as the feedback was not really taken into consideration.
47. N/A

5. Please offer your suggestions to improve the budget development process.

In your response, please consider the timeline, format, and topics of this year's budget development process and opportunities for community engagement.

Responses:

1. Timeline was good. From my perspective too much time spent by staff to prepare materials and respond to requests.
2. Not much anyone can do about process. There are opportunities to discuss and debate and make decisions based on the current reality. It is unfortunate that alternative options and ideas are not shared or explored in a genuine way.
3. I think we need to seek additional efficiencies. Explore amalgamating with other school districts and reducing the number of Trustees we have.
4. There should be fewer events. The process felt like trustees were giving "lip service" (having meetings to have participants feel their voice is heard yet wasn't reflected in final budget decisions). If budget meetings are to continue, it should be mandatory for all trustees to attend. I like the talking tables event, but perhaps the talking tables and public meeting can be combined. Why were budget reductions only given to the public right before the budget was to be approved? It didn't feel like any of the items discussed in the working groups were reflected in the final budget decisions. If budget working groups are to continue, the groups should be used to discuss actual budget items that will be up for consideration, not just used for presentations/learning sessions. Rather than budget working groups, I would like to see topic-based groups focusing on areas of the budget that are usually discussed (e.g. music, counselling, custodial etc.).
5. Even more smiling.
6. see above

7. none
8. Have the meetings in public (not on Zoom) and allow people to attend.
9. See 4
10. I believe perhaps if we had an opportunity to discuss the decisions one more time for [REDACTED] before the final reading.
11. No suggestion at this time. This may be best to ask while in the process.
12. More work needs to happen in order that the board understands that their job is not to 'protect' budget item lines.
13. If a school district is going to go to great lengths to remove community programs from schools such as a School Police Liaison program, they better have a budget and other programs in place. There was no such budget planned for the next school year.
14. The only thing I would like to see is the opinion and perspectives of students centered and communicated in each piece. Generally my perspective is to follow the lead of the students.
15. Continue with the many different ways you are currently requesting partner group consultation.
16. I would like more information farther in advance
17. I STRONGLY suggest that the trustees take a walk in the halls of the schools...ALL the schools, and in the grounds around the schools...wander in some classrooms and see how staff are managing or not.
18. The timeline was good. There were good topics and I really liked the part where we had to show how we would spend the money. It really put things in perspective.
19. I appreciate your efforts to involve the larger community and felt the process met that duty.
20. Who was invited to represent people of various cultural backgrounds? How many Indigenous groups were fully represented? Who spoke for the 2sLGBTQQIA+ community? It's not optional - the process shouldn't go forward unless those voices are fully at the table. I would like to see all the board members present and rotating through the tables for 10 minutes each. Last year a board member was at our table and she spent the whole time telling us her opinions, not listening. This year, no board member was at our table. Reading the pages and pages of notes [REDACTED] nicely wrote up does not have the same impact of hearing it from the groups invited.
21. Allowing the timeline to be changed in order to prioritize that group's interests
22. More money to the music program
23. The District needs to be publicly advocating for more funding instead of making your workers and families do that work.
24. Board needs to actually listen to the community and the staff, plus attend all budget meetings. Financial Services did an exceptional job with all the demands placed on them. The meetings that are board and staff only should occur during the work hours.
25. I think this was excellent. I would have liked to have the opportunity to engage with students rather than those engagements being separate.
26. I think some topics needed more talking about than they were given but i do feel that is jusy because of the school i attend and i was i personally wanted to know bur im sure others feel this way.
27. having a little more time for students to write on their sticky notes would be good.
28. More communication with the Ministry regarding the deplorable act of trying to balance a budget with inadequate funds.
29. Unfortunately it is the same groups taking the hit politically so that popular but unfunded activities can keep going. It is easy to ask others to take cut backs. Unfortunately these are the groups that allow the student level caregivers the support they need to do their jobs.
30. The one positive is that you kept to your timeline and got the budget out in time for staffing. Aside from that, all you need to do in the current situation is hold a couple of info sessions during the year to provide current information on budget numbers. After that, ask for a priorities list and rationale from each of the stakeholder groups and then make your decisions on what to cut. Then with all the time and money you've saved, go lobby the government to provide more funding. While you're at it, spend the time to get the other school boards across the province to do the same.
31. I think it would be good to have more time for more random suggestions that don't really fit in a topic/section of the presentation and like I already suggested mixing up the tables half way through the meeting would be good too. Another good idea would be to chose a couple students from

- different schools who are very very good leaders and let them show a presentation or talk about a specific subject to the group.
32. Show us and tell us how you will actually implement our suggestions
 33. Availability of more detailed department budgets
 34. Not sure?
 35. Look at what other districts are doing. Compare how our spending lines up. Have open and clear priorities and then have the trustees truly reflect that in their budget decisions. Trustees need to begin actually hearing what their staff are saying and have that reflected in the budget.
 36. More awareness about the meetings throughout the student body.
 37. See above.
 38. I would love to have a more realistic simulation so that it feels like we are contributing. Rather than all of us doing an extremely simplified model budget.
 39. I found the topics quite ironic, and that they did not align with the values or goals presented. I think it would be more beneficial to ensure that the areas that are being reviewed have alignment to the values and goals that are determined and presented.
 40. No comment at the moment.
 41. The school board needs to listen to the Citizens of Victoria!!! Look at the surveys!!!! What is going on in the schools is on you!!!! The SPLO'S should be abundantly back into all schools They should have programs in place in with them for open communication and education for the students. We need to get this mess under control!!!!
 42. - Evidence that staff expertise will be part of the budget development process and will inform budget deliberations and final decisions. This area is lacking over the past several years of the budget development process. - A careful review where we spend our funding above and beyond provincial funding allocations from Ministry to ensure all are aware of where dollars are being directed. - A review of budget development processes from other areas of Canada.
 43. If the information generated at this event is not considered during the budget process then it defeats the purpose. The money/time spent could be better utilized elsewhere.
 44. It would be great to finish a few weeks earlier, so staff (senior leadership with input from school admin and HR & Financial Services) have time to consult about possible implications and implementation options prior to April staffing going out to schools
 45. more ability to answer honestly and anonymously as staff members so not to feel concerned about push back because of a deferring opinion, philosophy or priority.
 46. Personally, I thought that this year's budget symposium was good, but could have been better managed time wise, considering student feedback, presentations to students, working on the assigned tasks, and possibly allowing for students to bring up topics of concern of their own.
 47. More money from the province to allocate!!
 48. I think that there should be feminine products in the girls and non-binary washrooms as they were taken away and can only be found in the office. But if they were filled every once in a while it would be very much appreciated by all the people in the school that might have an emergency but don't have time to walk all the way to the office.
 49. Prioritize student health and safety. Made decisions based on RELEVANT data.
 50. There were not enough opportunities for community engagement and there's no objective system for decision making.
 51. Work with Saanich, Victoria, Oak Bay and West Shore popcorn departments to redeploy SPLOs into our schools. We need them and for the safety of our children, we need them.
 52. Improve transparency, early engagement, and documented consultation
 53. Make it for people and make it relevant. Presenting in units and blocks made no sense.
 54. Don't cut free to you programs when you can't offer anything in its place. The fact that you expect the school councillors to pick up slack from the SPLO program you refuse to allow yet you are cutting counsellor positions doesn't make any sense whatsoever. To add to that we are a multiracial family and my multiracial children want this SPLO program especially given she is entering high school in September. She is terrified and wants the SPLOS there. She said they will help her to feel safer.
 55. Fund counselors and the gaps you created with the elimination of SPLOs

56. Disappointed to see programs that are consistently supported by parents/community cut back. Not sure the solution but we need music, SLPOs in schools.
57. It is exhausting to feel like parents and student have to protest and fight for what should be non negotiable programmes in schools, like access to counselling, band, strings and choir, and having school liaison officers available for students and staff. Threatening to cut these programmes year after year, which makes the community feel like they need to fight for them to continue or be reinstated, builds bad faith between the school board and the community. Please please please reinstate school liaison police officers. Students need those relationships. Staff and admin NEED their support.
58. The process should be ongoing and equitable access to participate. More work should be done to lobby the government for increased funding to public education so that districts and schools are able to run critical programs (like music) and have an abundance of staff (EAs, counsellors, school psychologists/OT/SLPs, YFCs) to meet the growing needs of the students and families they serve - and keep lower caseloads for those workers so they don't face burnout and leave. Having to, yearly, fight to fund those programs and services with the need to balance the budget - is soul crushing. BC is second from the bottom in what funding they allocate in funding per student - it's not enough! The school district needs to do more on that front, so we can ensure the continuation of supports and programming for all students in k-12.
59. Enough with the heavy costs of School District Admin. Make some cuts there.
60. Please focus on students needs instead of ideology. For example please prioritize things like music class, field trips, supporting teachers, and things like the police school program.
61. I am extremely disappointed that the School Board has decided not to reinstate the police liaisons in the schools. This is a very important service available for our schools and by not taking advantage of it, our children are missing out on a vital opportunity.
62. Reinstate the SPLO program - a very popular program with no fiscal costs to the Division, overwhelming anecdotal evidence of effectiveness, and whatever limited research there is supports the program.
63. More community engagement regarding cuts and changes.
64. Bring back the School Liason Program Now Please 🙏
65. Communicate with every stakeholder in SD 61 for feedback. Create meaningful, ongoing and continuous feedback mechanisms. Listen to the feedback from those stakeholders.
66. The trustees need to be fully engaged. This is the most important job for them - and when we don't get their full participation at meetings it is frustrating. 3 of them attending talking tables ! Reading notes is not the same.
67. As a parent of two kids with learning challenges I am not happy about the reduction in school counsellors and EAs. Beyond the regular need for these roles we need MORE help - in light of the lack of SPLOs. Not happy with this board at all. Will be voting them out sadly.
68. Overall, it seemed like a good discussion over a reasonable period of time. I think it was important to sit together several times.
69. Let's talk about the SPLO's and the safety of our children!!!
70. Please reinstate police liaison officers
71. Listen to the parents and people in the community - this is the role of the elected (and administrative) employees and consultants!
72. In the context of the school budget, I think music programs should be viewed less as an extra characteristic of a school, and more of a soul piece of it. I see at my school that music is so important to so many students and has a big positive effect on their mental health and often their life overall.
73. Fewer meetings and more trustees should be present at the events.
74. Why are funds being cut for EAs and counselling? Kids need these. Teachers are overworked, underpaid and have too many kids to manage in their classrooms. The kids need extra support. Not less

6. Do you have any other feedback to provide?

Responses:

1. Appreciation to the Financial Services Team
2. Politics effecting kids negatively is not great. As much as some say kids are the focus, that is not what the reality is in my opinion. Political agendas and other factors seem to be more important than classrooms and students
3. I am and will always be opposed to Strings taking up any part of our budget. This is extra-curricular. I am shocked that every coach and volunteer staff member in our district does not greive this.
4. The budget working group sessions did not feel like a collaborative process. Suggestions were provided during the meetings on topics to discuss at the working group sessions, but trustees did not want to listen to other members (it felt like they had their own agendas and ignored other suggestions). I was really disappointed to see only three trustees show up to the talking tables event. This process is for all trustees to hear from others within the district, and people took time out of their busy schedules to attend, yet the trustees did not.
5. You and your team are doing a great job. You deserve a raise... or at the very least, danger pay during the month of April.
6. no
7. The district has done a great job dealing with a very challenging and biased board.
8. No
9. Thanks to all SD61 staff!!!
10. I would like to express my deep disappointment processes of decision making, community engagement, and of accountability in this budget and many other processes from this board.
11. Thank you for everything you are doing to support this process!
12. Thanks for all your hard work
13. No
14. I liked how at the end they had a board for us to put any other ideas we had on it that didn't fit in the topics discussed.
15. I still think liaison officers should be reinstated, whatever other competing interests of funds may be required. Thank you for enlightening me on just how few funds are being utilized for anything beyond salaries and building and grounds maintenance. It's a shame that education is so low on this government's list of priorities. This may spur other political involvement on my part.
16. I do appreciate being invited and the thought that is behind consultation. I know the organizers had good intentions.
17. It is hard to positively engage in a process when the outcome is going to be that there is not enough funding to do the work the District is tasked to do for the Greater Victoria students.
18. Many helpful websites have been blocked by the school district, which is taking away my right from receiving the grade I deserve on assignments. Grammarly is blocked, which helps with my grammar and sentence structures which can not be achieved within google docs or google slides. Slides go and slides carnival is blocked, which are free templates to make your slideshows attractive and appealing. It seems as if the district is blocking websites that help students as well. From the bottom of my heart, I hope this problem can be solved, even if it may require me to write a whole essay on why helpful websites should not be be blocked by the institution.
19. Focus on the kids education. Keep politics out of it. Don't go woke.
20. Trustee participation should be mandatory at all budget events. Trustee attendance this year was very poor. There was far to many budget meetings and those with board and staff should be within working hours. More meetings does not equate to more results. The board needs to come prepared and not make assumptions and trust SD staff. The approved budget did not reflect conversations that occurred during the budget process. Appeared Trustees had their own agendas which is very unfortunate for the students
21. Please consider starting these conversations basically right after the budget is approved by the board so there's more time for the cycle.
22. No

23. Consultation is a good practice but not very useful when there are very limited, if any, options. The process seemed futile, and time consuming with the end result being cuts to services to vulnerable students. More advocacy is needed; letters from every trustee, not only in our district but across the province.
24. I believe board office staff have given and given to make this process work. They all deserve huge recognition for this self sacrifice.
25. Stop wasting your time and money on this process until such time that the government actually provides sufficient funds to properly support students. At this point, the only job of trustees should be to get more money out of the province.
26. I've already said most of my ideas but, I think it would be better if there was more kids at each table so it was easier to bounce back and think of ideas as a group
27. Help us understand how our suggestions and ideas will be implemented
28. Feedback? That this process could be more well known and I think the public should be aware of our music expenditures compared to other programs, other similar school districts, and propose alternatives to what those \$ could be spent on (EA's, counseling, literacy supports, etc.)
29. One thought about budget shortfall, the Education ACT does not have a clear definition for "ordinary resident" and I notice some communities with Post-secondary institutions hosting international students have seen an increase of international students enrolled in the SD 61 and benefitting from the free education policy. Due to the ambiguity in the definition of ordinary residents, kids of short-term study permit holders have been able to access k-12 education for free. Has this area been looked at to address the shortfall of budget? I would suggest SD 61 set up a clearer definition of ordinary resident, so that our education resources funded by local residents can prioritize local needs first. This might involve collaborating with PSEs in the community to develop a transparent process and share clear expectations with their prospective international students with minor kids that will accompany them to come to Canada.
30. More follow through and follow up after the fact.
31. The pre determined questions that you wanted answers towards were not the issues I wanted to discuss. The whole thing felt like you were ticking a box to say we engaged with the public and no feedback would actually be incorporated or considered. It's a classic government tactic and it's very disingenuous.
32. I really appreciate the opportunity to be involved in this very important process
33. Oct. election of School board trustees... The community is ready to make sure the SPLO's get back in!!! We will not stop!! LISTEN TO US!!!!!!!!!!!!!!!
34. The Board is making financial decisions on educational matters while ignoring the professional expertise of staff.
35. I appreciated the opportunity to have some input in this process.
36. Thanks for the hard (and no doubt frustrating) work.
37. Nope! I really enjoyed this year's symposium, and am exited to hopefully be at next year's :)
38. My appreciation for all the work behind the scenes to make the process run smoothly.
39. SLO must be reinstated for the health and safety of students.
40. Yep. Put police programs back in our schools. You lump too much on teachers and you're going to burn them out. Have some care for the vast, vast majority of kids and parents.
41. Listen to the community, municipalities, and government officials when they say SPLOs should be returned. We're watching you.
42. Please listen to the people that elected you and reflect their priorities and most importantly, the priorities of the students, in your budget choices.
43. As with other engagement I find this disingenuous. You have checked the box but due to timelines and how quickly decisions followed the meeting you had already decided. Just like you did recently with PACs and Principals.
44. Bring back the SLO program into SD61 schools. Solidify it into the budget (as a \$0 item). Your "community" wants this - actually listen to them.
45. Yes please reinstate the SPLO program immediately. Myself and every other BIPOC family in my community want it back!

46. You need to stop thinking you are going to change the world and think about the community response. Bring back the school liaison programs. Stop being pigheaded. I can't imagine your entire group believes in not having them in schools when research shows the benefits. Stop thinking that everyone deserves a pony.
47. Bring back SPLOs
48. Bring back school police liaison officers.
49. I appreciate the work that all school staff does to ensure student safety and support learning, but the cracks are showing and our kids deserve better.
50. Stop cutting school programmes. Look at the pork barreling at the District.
51. Why is the school board NOT listening to parents, professionals and the general public on the police liaison issue? You are elected to serve and not to push your own agenda. I implore you to reconsider and listen to the feedback you have been given.
52. You have a free and qualified resource available from VicPd that you refuse to use.
53. Please please please bring back the SPLO program or direct funding to a similar program. Our youth are at risk!!
54. Decision to keep SPLO out is WRONG. It is garbage to say stop the SPLO when all of the reasoning relates to negative experiences and doesn't take into account all the positives that the program had. The BIPOC community locally is NOT in favour of ending the program- rather wanting to increase relationships and show a reconciled relationship. How can police reconcile negative views when not allowed to develop relationships. SPLO are Municipally funded and free to the district. You've also cut counseling and EA so what the heck? You've cut elementary strings too...So now another way to engage kids is lost. Look to the Board office for places to make cuts not direct student supports.
55. Nope
56. I am looking forward to 2026 board elections.
57. BRING BACK THE SLO!!!!
58. Voting the board out. They don't speak for me or any of the many people who have voiced concern over SPLO.
59. I don't think the discussion changed a lot but it did give a chance for those of us involved to broaden our understanding and scope of the issues.
60. SD 61 needs to reconsider its position on School Liaison Officers. Kids are getting hurt. I know two families personally whose children have been groomed into gang affiliation and have been victims of violence as a result. We need to help our children understand the threats around them and with respect, Administrators and Teachers are not equipped to do this, nor is it their role. Counselling is being cut. Please, walk back from this very extremely dangerous stance you have taken. You are putting kids lives at risk.
61. Yes!! Get rid of [REDACTED] !!
62. Please reinstate police liaison officers
63. It is vitally important to stop making decisions that do NOT engage parents PRIOR to making decisions. The discussion process needs to happen earlier AND the parents and community members must be heard and their feedback must be adhered to. ALL discussions require 100% transparency. It is currently not feeling inclusive nor does it appear that people's voices are heard and implemented. It appears ideologies are being dictated from elsewhere.
64. Please reinstate the school police liaison
65. Need more money allocated to the people on the ground with the kids - not the higher ups who do the planning

SECTION 72 REPORT

Present:

Trustees Natalie Baillaut, Mavis David, Nicole Duncan, Derek Gagnon, Karin Kwan, Emily Mahbobi, Diane McNally, Rob Paynter

Regrets:

Trustee Angela Carmichael, and Harold Caldwell, Deputy Superintendent

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Mike Knudson, Director of Human Resource Services, Dr. Shelly Niemi, Director of Indigenous Education, David Hovis, District Principal, Multi-Language Learners, Mental Health, and Multiculturalism, Sean Powell, District Principal, Languages, Student Support, and Climate Action, Sean McCartney, District Principal, Inclusion and Accessibility, Lindsay Johnson, District Vice-Principal, Pathways & Partnerships

The Board of Education discussed the following matters:

- Administration
- Property
- Facilities

General decisions made by the Board:

- Administration

SECTION 72 REPORT

Present:

Trustees Natalie Baillaut, Mavis David, Nicole Duncan, Derek Gagnon, Karin Kwan, Rob Paynter

Regrets:

Trustees Angela Carmichael, Emily Mahbobi, Diane McNally, and Harold Caldwell, Deputy Superintendent

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Administration
- Property
- Facilities

General decisions made by the Board:

- Facilities

SECTION 72 REPORT

Present:

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

Regrets:

Trustees Angela Carmichael, Diane McNally, and Harold Caldwell, Deputy Superintendent

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Hervinder Parmar, Director, Finance, Budgets and Financial Reporting, Sean McCartney, District Principal, Inclusion and Accessibility, Mike Knudson, Director of Human Resource Services

The Board of Education discussed the following matters:

- Administration
- Property
- Facilities

General decisions made by the Board:

- Nil

SECTION 72 REPORT

Present:

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

Regrets:

Trustees Angela Carmichael, Diane McNally

Guests:

Matthew Gruchey, Associate, Borden Ladner Gervais LLP, Parisa Hurst, Partner, Borden Ladner Gervais LLP

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Property

General decisions made by the Board:

- Property

SECTION 72 REPORT

Present:

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

Regrets:

Trustees Angela Carmichael, Diane McNally

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent

The Board of Education discussed the following matters:

- Appeal

General decisions made by the Board:

- Appeal