

### The Board of Education of School District No. 61 (Greater Victoria) Regular Board Meeting AGENDA Broadcasted via YouTube https://bit.ly/3czx8bA Monday, May 27, 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 May 27, 2024 agenda be approved.

#### A.3. Approval of the Minutes

a. Approval of the April 29, 2024 Regular Board Minutes

Recommended Motion: That the April 29, 2024 Regular Board minutes be approved.

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

A.5. Student Achievement

#### A.6. District Presentations

- **A.7.** Community Presentations (5 minutes per presentation)
  - a. Annie Shum Music Classrooms
  - b. Lisa Gunderson, Community Advocating for Students and Safety (CASS) -Data regarding Black youth and SPLOs
  - c. Bart Van Tine Honouring the Canadian Flag

#### B. CORRESPONDENCE

#### C. TRUSTEE REPORTS

#### C.1. Chair's Report

- a. Chair's Report
- b. Ad-Hoc Committee Annual Review
- c. District Annual Work Plan June 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 May 6, 2024 meeting information only
- b. Recommended motions from the May 13, 2024 meeting:

#### Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) refer the draft Regulation 6163.1. Learning Resources to the Superintendent for review and bring back a revised draft to the June 3, 2024 Education Policy and Directions Committee meeting.

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

- a. Draft minutes from the May 13, 2024 meeting information only
- b. Recommended motions from the May 13, 2024 meeting:

2023-2024 Audit Planning Report

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Audit Planning Report as presented to the Audit Sub-Committee.

March 2024 Quarterly Financial Report

#### Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2024 Quarterly Financial Report as presented to the Audit Sub-Committee.

Solar Panels

#### 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 SD 61 schools.

#### 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. Personal Digital Device Restriction in Schools
- c. 2024-2025 Board of Education and Standing Committee Meeting Dates

#### Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2024-2025 Board of Education and Standing Committee meeting dates.

- d. Elementary Strings Hub Model Associate Superintendent Aerts
- 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.

F. **QUESTION PERIOD** (15 minutes total)

#### G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

- G.1. Record of Special In-Camera Board of Education Meeting April 29, 2024
- G.2. Record of In-Camera Board of Education Meeting April 29, 2024
- G.3. Record of Special In-Camera Board of Education Meeting April 30, 2024
- G.4. Record of Special In-Camera Board of Education Meeting May 13, 2024

#### H. NEW BUSINESS/NOTICE OF MOTIONS

- H.1. New Business
- H.2. Notice of Motions

#### I. ADJOURNMENT

Recommended Motion: That the meeting be adjourned.



### The Board of Education of School District No. 61 (Greater Victoria) Regular Board Meeting MINUTES

Monday, April 29, 2024, 7:30 p.m.

| Trustees Present: | Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Derek<br>Gagnon, Emily Mahbobi, Diane McNally, Rob Paynter  |
|-------------------|---|
| Trustee Regrets:  | Natalie Baillaut, Angela Carmichael, Mavis David  |
| Administration:   | Deb Whitten, Superintendent of Schools, Katrina Stride,<br>Secretary-Treasurer, Tom Aerts, Associate Superintendent,<br>Sean Powell, Acting Associate Superintendent, Julie Lutner,<br>Associate Secretary-Treasurer, Jeff Davis, Director of<br>International Education, Josh Barks, Vice Principal Information<br>Technology for Learning, Brenna O'Connor, VPVPA |
| Partners:         | Jane Massy, CUPE 947, Darren Reed, CUPE 382, 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 Mahbobi Seconded by Trustee McNally

That the April 29, 2024 agenda be approved.

#### **Motion Carried Unanimously**

#### A.3. Approval of the Minutes

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

Moved by Trustee McNally Seconded by Trustee Gagnon

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

#### **Motion Carried Unanimously**

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

Moved by Trustee McNally Seconded by Trustee Gagnon

That the April 9, 2024 Regular Board minutes be approved.

#### **Motion Carried Unanimously**

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

Moved by Trustee McNally Seconded by Trustee Gagnon

That the April 11, 2024 Regular 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. Mia Golden, a member of the Mobile Youth Services Team in Victoria, spoke to Trustees about the removal of the School Police Liaison Officer program.

Trustees thanked Mia Golden for the presentation and had questions of clarification.

#### 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

Trustees had questions of clarification about the StrongStart Program.

#### C. TRUSTEE REPORTS

#### C.1. Chair's Report

a. Chair's Report

Chair Duncan provided the report for information.

b. District Annual Work Plan May 2024

District annual work plan was provided for information.

#### C.2. Trustees' Reports

None.

#### 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:

Moved by Trustee Kwan Seconded by Trustee Duncan

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

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

#### **Motion Carried**

Moved by Trustee McNally Seconded by Trustee Mahbobi

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              | October 24, 2025   |
| (Province wide)                           |                    |
| 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              | October 23, 2026   |
| (Province wide)                           |                    |
| 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

#### E. DISTRICT LEADERSHIP TEAM REPORTS

#### E.1. Superintendent's Report

a. Monthly Report

Superintendent Whitten provided the report for information.

Trustees had questions of clarification.

Moved by Trustee Kwan Seconded by Trustee McNally

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

#### **Motion Carried Unanimously**

b. International Student Program Bi-Annual Report

Director of International Education Davis provided the report for information.

Trustees had questions of clarification.

c. 2024-2025 Special Academy Fees

Associate Superintendent Aerts provided the 2024-2025 Special Academy Fees for approval.

Trustees had questions of clarification.

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

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

#### **Motion Carried**

d. Regulation 6163.1, *Learning Resources* 

Associate Superintendent Aerts provided the Regulation for information.

Moved by Trustee McNally Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) refer draft Regulation 6163.1, *Learning Resources* to the May 6, 2024 Education Policy and Directions Committee meeting.

#### **Motion Carried Unanimously**

e. Trustee Questions

None.

#### E.2. Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

Moved by Trustee Kwan Seconded by Trustee Mahbobi

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

#### **Motion Carried Unanimously**

b. 2024-2025 Capital Plan Bylaw

Secretary-Treasurer Stride provided the 2024-2025 Capital Plan Bylaw.

Trustees had questions of clarification.

Moved by Trustee Mahbobi Seconded by Trustee McNally 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:

- 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 29<sup>th</sup> day of April, 2024;

#### **Motion Carried Unanimously**

Moved by Trustee Gagnon Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) approve Capital Bylaw No. 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:

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

NOW THEREFORE the Board enacts as follows:

- 3. The Capital Bylaw of the Board for the 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.
- 4. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01.

Read a second time this 29<sup>th</sup> day of April, 2024.

#### **Motion Carried Unanimously**

#### Moved by Trustee McNally Seconded by Trustee Mahbobi

Trustees had questions of clarification.

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.

Moved by Trustee McNally Seconded by Trustee Gagnon

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:

- 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;
- Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (k) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 5. The Capital Bylaw of the Board for the 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.
- 6. This Capital Bylaw may be cited as School District No. 61 (Greater Victoria) Capital Bylaw No. 2024/25-CPSD61-01.

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

#### Motion Carried Unanimously

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

Secretary-Treasurer Stride provided the submission for information.

Trustees had questions of clarification.

d. 2024-2025 Budget Development Process Survey Results

Secretary-Treasurer Stride provided the survey results for information.

Trustees had questions of clarification.

#### F. QUESTION PERIOD

- Q1: Was there a newsletter sent to teachers to communicate the stance of the GVTA before a letter was written to the School Board to end the SPLO program?
- A1: Chair Duncan replied that the question was not for them as the question pertains to a letter from a partner group.
- Q2: "Police are allowed in the Board of Education's decision does not limit police access to schools. The ending of the SPLO program does not prohibit police from entering schools or grounds." Can police assist in such things as crossing guard duties or is this statement about implying when it is only a policing matter?
- A2: Chair Duncan replied that the District's crossing guard services are provided by CUPE 947 employees.
- Q3: Before the Board made its decision to remove the SPLO program did any of the Trustees spend a day with one of the officers?
- A3: Chair Duncan replied that Police representatives were members of the review committee. Submissions from those Police representatives were considered by the Board in addition to other written submissions received from Police, including Police Chiefs and a Constable.
- Q4: Does the school Board owe their position on the SPLO program to the GVTA, as they endorsed the entire Board? Does this equate to a conflict of interest?
- A4: Chair Duncan replied that there has been confusion around the basis for the decision of the Board. Each of the nine Board members came to the decision on their own, with their own unique perspective and consideration of the facts before them. It was a unanimous decision. As Board members, we represent the entire learning community. As a Board, we consider the feedback from all our partners. We considered all the feedback we received from the GVTA. When someone endorses candidates, they are endorsing individual candidates, they are not endorsing a slate. Each candidate ran as an individual. However, each of our partners who are involved in the election process are well within their rights to vet and endorse candidates. That is part of the electoral process and something that is to be expected and does not represent any kind of conflict of interest.
- Q5: I would like to hear comments from the Board surrounding the removal of the only indigenous SPLO officer from SD61 schools when they made the decision to take away the program.

- A5: Chair Duncan replied that when the Board was reviewing and considering their decision around ending the program the Board and review committee did not consider individual officers or their roles within police services. That was not part of the review and is not part of the mandate of the Board of Education. Each police service has the mandate and autonomy to decide what officers they want to utilize and the service provision they want to provide. The Board's decision did not consider individual staffing considerations within police services, as it is simply not within the Board's mandate.
- Q6: As continued support builds for placing police back in schools why do Trustees feel that they are in a position to ignore the voice of the public?
- A6: Chair Duncan replied that Trustees are considering all views and sometimes when they make decisions it can be difficult for people to understand the perspectives behind the decision. Trustees did their best to take account of some of the different perspectives and feedback and to provide several statements. Hopefully the FAQ posted on the District website will help to clarify the rationale and some of the basis for the decision. When a subject matter is polarizing it is difficult. We have tried to approach things in a balanced way and to clarify the role of police in our schools. The Board continues to have dialogue with Police Boards and will continue to move forward. The conversation is not over, it is in the implementation stage, and that requires open dialogue with our partners and policing services.
- Q7: How does the Board verify submissions to the Board? For example, a letter was submitted by Steven Harrison that refers to a report that he created.
- A7: Chair Duncan stated that the Board does not verify submissions. The Board receives all submissions, and it is up to individual Board members to determine what weight to give certain information that is included in submissions.
- Q8: Why wont the Board even consider bringing back the SPLO program in a modified way?
- A8: Chair Duncan encouraged the individual who asked the question to review the FAQ that the Board provided on the District website. Police continue to be a resource for the learning community. The Board has reiterated several times that our existing protocols around emergencies, lockdowns, hold and secure and violent threat risk assessments continue to be a core part of what police do and that hasn't changed following the Boards decision. The Board is directing that services should be provided to students by trained, certified, and regulated professionals within our school communities rather than police. The Board is engaged in ongoing dialogue with policing staff, and is hoping to agree to a communication protocol with policing services moving forward.

#### 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

**Moved by** Trustee Gagnon **Seconded by** Trustee Paynter

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.

#### Amendment

Moved by Trustee Kwan Seconded by Trustee Gagnon

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.

#### AND FURTHER

Bring a draft Terms of Reference to the Operations Policy and Planning Committee meeting on June 10, 2024.

#### **Motion Carried Unanimously**

Moved by Trustee Gagnon Seconded by Trustee Paynter

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.

#### AND FURTHER

Bring a draft Terms of Reference to the Operations Policy and Planning Committee meeting on June 10, 2024.

#### **Motion Carried Unanimously**

#### H.2. Notice of Motions

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

The meeting adjourned at 9:19 p.m.

Moved by Trustee Mahbobi Seconded by Trustee Gagnon

That the meeting be adjourned.

#### Motion Carried Unanimously

Chair

Secretary-Treasurer

Community Advocating for Students and Safety

Presented by Dr. Lisa Gunderson

May 27, 2024

# POSITIVE MENTAL WELLNESS

"is the capacity of people to feel, think, and act in ways that enhance the ability to enjoy life and deal with challenges."

Public Health Agency of Canada, 2016



# RESURFACING

MENTAL WELLNESS WARNING

Board of Education Meeting May 27, 2024





## Marquette Fry

# Rodney King

## INTERGENERATIONAL

# Trayvon Martin

# George Floyd

BLACK LIVES MATTERS 13 GUIDING PRINCIPLES DC AREA EDUCATORS FOR SOCIAL JUSTICE, 2021

### We Are Committed

### **1. Restorative Justice**

..to collectively, lovingly and courageously working vigorously for freedom and justice for Black people and, by extension all people. As we forge our path, we intentionally build and nurture a beloved community that is bonded together through a beautiful struggle that is restorative, not depleting.

## 2. Empathy

..to practicing empathy; we engage comrades with the intent to learn about and connect with their contexts.

### 3. Loving Engagement

..to embodying and practicing justice, liberation, and peace in our engagements with one another.

### 4. Diversity

.. to acknowledging, respecting and celebrating difference(s) and commonalities.

Aoccdrnig to rscheearch at an Elingsh uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and Isat Itteer are in the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae we do not raed ervey Iteter by it slef but the wrod as a wlohe and the biran fguiers it out aynawy.

### How comfortable are you with having School Police Liaison Officers in schools?

|  | BIPOC | Indigenous | White | SIGI<br>(2SLGBTQIA+) | All students |
|--|-------|------------|-------|----------------------|--------------|
| Very<br>comfortable or<br>comfortable        | 46%   | 46%        | 49%   | 32%                  | 31%          |
| Very<br>uncomfortable<br>or<br>uncomfortable | 8%    | 12%        | 16%   | 27%                  | 4%           |

# Q7: My previous interactions with Officers (non-SPLOs) in the school setting have been....

|                              | BIPOC | Indigenous | White | SIGI<br>(2SLGBTQIA+) |
|------------------------------|-------|------------|-------|----------------------|
| Very positive or positive    | 19%   | 17%        | 18%   | 16%                  |
| Very negative or<br>negative | 4%    | 9%         | 5%    | 8%                   |

Q4: My previous interactions with School Police Liaison Officers in the school setting have been.....

| Students                     | BIPOC | Indigenous                                    | White | SIGI<br>(2SLGBTQIA+) |
|------------------------------|-------|---|-------|----------------------|
| Very positive or positive    | 32%   | 32%   | 30%   | 25%                  |
| Very negative or<br>negative | 3%    | 4%<br>Board of Education Meeting May 27, 2024 | 5%    | 10%                  |

## LOOK AT WHAT THAT MIGHT MEAN

|                                | BIPOC | Indigenous | White | SIGI<br>(2SLGBTQIA+) |
|--------------------------------|-------|------------|-------|----------------------|
| Officers                       | 19%   | 17%        | 18%   | 8%                   |
| SPLOs                          | 32%   | 32%        | 30%   | 10%                  |
| Net Gain<br>( <b>Net Loss)</b> | 13%   | 15%        | 12%   | -2%                  |

# Q9: Would you like to see the School Police Liaison Officer Program continue in the Greater District?

| Students<br>All Respondents                            | BIPOC      | Indigenous<br>Indigenous                             | White<br>White | SIGI<br>(2SLGBTQIA+) |
|--|------------|--|----------------|----------------------|
| Yes or Yes with<br>changes Students<br>All Respondents | 60%<br>71% | 52%<br>72%   | 57%<br>73%     | 49%<br>54%           |
| No – Students<br>No-All Respondents                    | 8%<br>11%  | 7%<br>14%<br>Board of Education Meeting May 27, 2024 | 12%<br>15%     | 19%<br>29%           |

## END WITH RECOMMENDATIONS

### End with recommendations

- Relationship with Police is fractured and if program ends we need to create ways to rebuild the relationship
- That the board end the SPLO programs due to current trauma-informed research on impacts of policing on Indigenous, Black, People of Colour (IBPoC) students.
- If no SPLO reach out to University of Victoria law faculty to identify a subject matter expert to visit classes.

## LIST OF SERVICES

| onger provided by SPLOs and sug | ECSLIVIIS IVI |
|---------------------------------|---------------|
|                                 |               |

service provisions moving forward

| Elementary / Middle /<br>Secondary Services                 | Suggested Alternative  | Potential Cost / Human<br>Capital Cost  | School/District Lead   | Identified Gap   |
|---|--|---|--|--|
| Supporting a student<br>crisis                              | School Based Team<br>IMCRT (after 1:00pm)<br>Emergency services -<br>911<br>District counsellors<br>District Youth & Family<br>Counsellor (YFC)<br>Vancouver Island Health<br>Authority (VIHA) - EPI | Loss of student support<br>as staff are pulled to<br>support the critical<br>student<br>Additional training cost<br>for Non Violent Crisis<br>Intervention (CPI)<br>Support for staff who<br>are dealing with the<br>crisis | Principal / Vice-<br>Principal   | Yes — longer<br>wait times are<br>noted by<br>schools.   |
| Supporting a family   | District Youth & Family<br>Counsellor (YFC)<br>Police Non Emergency<br>Line  | Potential delay in<br>receiving supports from<br>non emergency call<br>District YFC and SBT<br>increased caseload   | School Based Team<br>(SBT)<br>Counsellor<br>Principal / Vice-<br>Principal | Yes – SPLO<br>would make a<br>wellness check<br>to the home as<br>needed and<br>quickly when<br>contacted. |
| Informing of the death<br>of a student                      | No change – Police still<br>to inform district.  |   | Deputy<br>Superintendent   |  |
| Traffic, car, bike, and<br>pedestrian safety<br>Bike rodeos | CRD Traffic Safety<br>Commission<br>PISE<br>iBike<br>Local Police<br>Departments<br>ICBC<br>BC Bikes<br>iRide<br>HopOn<br>HUB Learn2Ride<br>Program  | Before & after school<br>hours (at least 3-4 hrs)<br>Traffic equipment<br>requirements<br>Potential program and<br>training costs   | Principal / Vice-<br>Principal<br>Trained staff                            | Yes – an<br>alternative to<br>the SPLO was<br>not available<br>for a majority of<br>the activities.        |
| Community Safety<br>Board of Education Meetin               | Safer Schools<br>Local Police<br>Departments<br>Principal / Vice-Principal<br>ng May 27, 2024  | Depends if a<br>program/presentation<br>is requested – Safer<br>Schools   | Safe Schools<br>Coordinator  | Yes –<br>information is<br>not shared in as<br>timely a mannet<br>as when SPLOs<br>were in place.          |

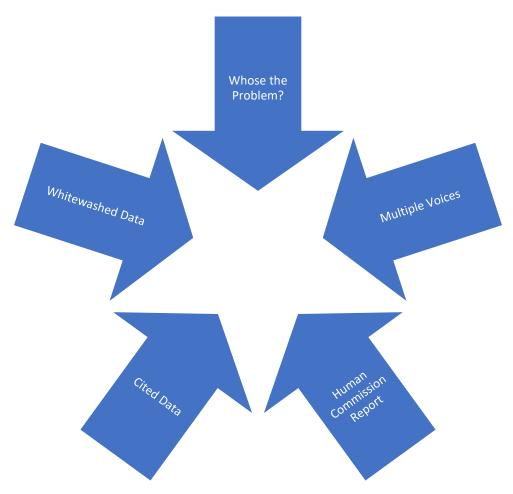
## BASELINE with ADDITIONAL SUPPORTS SUGGESTED TO CHIEFS

Themes

Prevention and Education Establishing Positive Connections Early Intervention Specific Focus

SIGI courses with emphasis on Trans and Non-Binary youth EDI with police focus Child/Adolescent Psychology "Trauma-Informed"/Power Threat Meaning Framework Minoritized Community

## **PROBLEMATIC?**



- Decision Day
- # of Recommendations
- Teachers & Administrators
   Voices
- Used Data from other places
- MISSED OPPORTUNITY

## HONESTY

- You don't believe weapons have a place
- Do not want anyone in the bldg. you can't control
- We are going to use the human commissioner's recommendation despite our own data

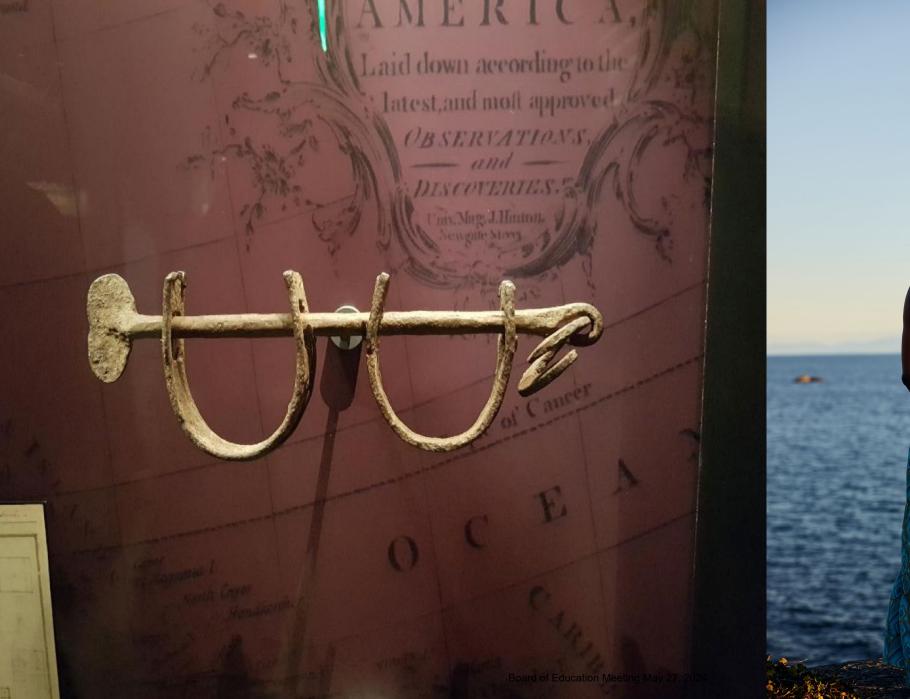
- Accept your decision but make it clear that it is YOUR decision
- Stop meeting with stakeholders if your mind is made up
- Philosophical difference but STOP using us for the reason
- The unintended consequence is people are calling us and blaming us

## HOPE

We have to find a way because we both need this relationship



What would it mean if Greater Victoria is on the pathway of getting it RIGHT





## Canadian Flags in SD61

## Respect and honour.



Board of Education Meeting May 27, 2024

## **Etiquette for National Flags**

On a flagpole

The National Flag will always be flown on its own flagpole... It is improper to fly the National Flag with another flag, of any type, on the same flagpole

- Government of Canada website, May 21, 2024

## Instances of the Canadian Flag removal / replacement

Week of February 13, 2024



## Instances of the Canadian Flag removal / replacement

Week of May 16, 2024. Spectrum, Marigold and Quadra Elementary.





## Instances of the Canadian Flag removal / replacement

The day following the May long weekend, Tuesday, May 21, 2024





**Board of Education** 

School District No. 61 (Greater Victoria) 556 Boleskine Road, Victoria, BC V8Z 1E8 Phone (250) 475-4106 Fax (250) 475-4112 Chair: Nicole Duncan Vice-Chair: Karin Kwan Trustees: Natalie Baillaut, Angela Carmichael, Mavis David, Derek Gagnon, Emily Mahbobi, Diane McNally, Rob Paynter

| TO:   | Board of Education |
|-------|--------------------|
| FROM: | Trustee Duncan     |
| RE:   | Chair's Report     |

DATE: May 27, 2024

#### Activities on behalf of the Board:

- 1. Weekly Chair/Superintendent agenda planning meetings to set the agendas for our meetings.
- 2. Bi-weekly check in/signing meeting with Superintendent and Secretary Treasurer.
- 3. Monthly meeting with Vice-Chair and Superintendent.
- 4. Capstone Projects event
- 5. Community Event for Families New to Canada
- 6. Police Board meeting
- 7. Correspondence on behalf of the Board of Education
- 8. BCSTA Board Chair's Call

#### Acknowledgements:

Our Rainbow Week Celebration on May 11-17, 2024 is an opportunity to celebrate diversity and inclusivity in our learning community. We all deserve the freedom to be our true selves. All people in our learning community deserve to be safe and to be treated with dignity and respect.

The Board's Policy and Regulation on Gender Identity and Gender Expression is available via the following links:

https://www.sd61.bc.ca/our-district/documents/name/policy-4305/

https://www.sd61.bc.ca/our-district/documents/name/regulation-4305-gender-identityand-gender-expression/

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.



#### **Reminders:**

- At the June 2024 Board meeting, all Trustees should provide the Board with a report pertaining to their work on Ad Hoc Committees during the year. A template has been circulated for Trustees to use if they wish.
- > 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





#### June 2024

June 27: Last day of school for students

#### Strategic Direction and Learning

- > Acknowledge National Indigenous Peoples' Day (June 21) Traditional Welcome
- Human Resources Staffing Report

#### System Planning and Performance Monitoring

- Enhancing Student Learning Report and English Language Learners (ELL) and Review of 2023-2024 Summary
- > Approve Final 2024-2025 Annual Five-Year Capital Plan
- Monthly Capital Projects Update
- Monthly Facilities Report
- > Monthly Financial Report and Budget Change Report

#### **External Compliance and Accountability**

Approve the 2024-2025 Annual Five-Year Capital Plan for June 30 Submission to the Ministry of Education and Child Care

#### Engagement with Stakeholders and Public Recognition Events

- Attend Graduation Ceremonies
- Trustees to provide Board with a yearly report pertaining to their work on Ad Hoc Committees



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





#### The Board of Education of School District No. 61 (Greater Victoria) Education Policy and Directions Committee Meeting REGULAR MINUTES Monday, May 6, 2024, 7:00 p.m.

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

**Operations Policy and Planning member:** Rob Paynter

- Trustee Regrets: Angela Carmichael, Derek Gagnon, 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, David Hovis, District Principal, Marni Vistisen-Harwood, Director of Facilities, Breanne Glover, District Learning Support Teacher, Emmanuelle Henry, Vice-Principal at Macaulay Elementary School, Teachers Sonja Myhre and Paula Lockwood

Partners: Lena Palermo, GVTA, Nyssa Temmel, VCPAC

#### A. COMMENCEMENT OF MEETING

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

#### A.1. Acknowledgement of Traditional Territories

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

#### A.2. Approval of the Agenda

Moved by Trustee Baillaut

That the May 6, 2024 agenda be approved.

#### **Motion Carried Unanimously**

#### A.3. Approval of the Minutes

#### Moved by Trustee Baillaut

That the April 15, 2024 Education Policy and Directions Committee meeting minutes 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 David Hovis showed the Macaulay Elementary K-5 Literacy Support presentation on screen, which featured the following speakers: Breanne Glover, Emmanuelle Henry, Sonja Myhre, and Paula Lockwood.

Highlights included the following:

- Comprehensive Literacy Framework Literacy Plan supports the school, helps facilitate collaboration and aligns with the Enhancing Student Learning Report.
- Literacy Support Plans have been extended to 10 priority schools with remaining 18 elementary schools offered a choice regarding supports including resources.
- Book Club Story has helped students become stronger readers by supporting comprehension, decoding and tracking stories over time.
- Since Book Club Story was introduced at Macaulay in 2019, now 64% of students are proficient or extending, compared to 32% in 2019.

Partners thanked the presenters and expressed gratitude that this process has highlighted the need for diverse learning materials, and student achievement.

Trustees had questions of clarification.

## C.2. Draft Regulation 6163.1, *Learning Resources* – Associate Superintendent Aerts

Associate Superintendent Aerts provided a brief overview of the draft Regulation 6163.1. It was suggested that a revised draft be brought back to the June 3, 2024 Education Committee meeting.

#### Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer the draft Regulation 6163.1. Learning Resources to the Superintendent for review and bring back a revised draft to the June 3, 2024 Education Policy and Directions Committee meeting.

#### Motion Carried Unanimously

#### C.3. Enhancing Student Learning Report Summary – Superintendent Whitten

Superintendent Whitten spoke to the Enhancing Student Learning Report Feedback, which is an annual touchpoint for districts to review, reflect and plan within a continuous improvement cycle. The review provides feedback on the ESLR including strengths and considerations in five focus areas. This information will be reviewed while preparing the 2023-2024 ESLR.

Trustees had questions of clarification.

#### D. NOTICE OF MOTION

None.

#### E. GENERAL ANNOUNCEMENTS

None.

#### F. ADJOURNMENT

Moved by Trustee David

That the meeting adjourn.

#### Motion Carried Unanimously

The meeting adjourned at 8:13 p.m.



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

### **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.

#### **H-I** 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.

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- -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.
  - Schools may purchase non-recommended materials. However, resources selected that are not on the Ministry's recommended list require the completion of the <u>Ministry In-depth Evaluation Form</u> (*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 <u>Selection and</u> <u>Challenge of Learning Resources</u> will be used by this District to evaluate resource materials and services produced by community agencies.

## HI II 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 requesting reconsideration of a learning resource is a staff member at the site where the learning resource is in question, they shall not 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.
- 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<br/>Principal will provide the complainant requestor with an Inquiry<br/>into the Suitability of a Learning Resource Form (Appendix B) TO<br/>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 <u>Inquiry into the Suitability of a Learning</u> <u>Resource</u>, 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. (Appendix C – Outcome of Request for Reconsideration of a Learning Resource)

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- 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, <u>Selection</u> <u>and Challenge of Learning Resources</u>; 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 <u>Inquiry into Suitability</u>
   <u>of a Learning Resource Form</u> 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

- <u>1. Information Services is responsible for coordinating:</u>
  - 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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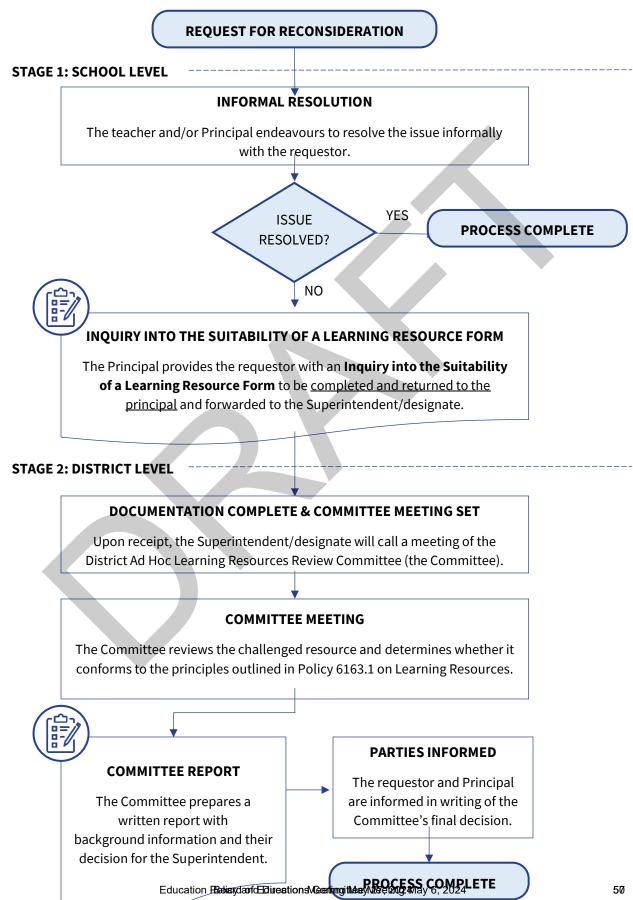
Purchasing Services is responsible for negotiating special District pricing and service for bulk purchasing of learning resource materials. 4. The Superintendent will maintain a coordinating committee of representatives called the Learning Resources Consultative Committee who will meet as needed to: recommend to the District Leadership Team the annual a) disbursement of funds from the Ministry's Learning Resources Trust Fund, the Credit Allocation Plan and the District Technology budget; support and encourage the development of resource services and <del>b)</del> resource-based instructional techniques within District schools; coordinate any pilot learning resources project between or among <del>c)</del> District schools. d) facilitate a satisfactory conclusion to a challenged material. This committee will have representation from: <del>-e)</del> VAA Elementary & Secondary **GVTA Elementary & Secondary GVTLA Elementary & Secondary** VCPAC Elementary & Secondary SSCC **Trustee** ASA District School Services Department **District Information Services Department CUPE** The Committee will be chaired by either the Superintendent or designate. Please refer to: Learning Resources 6163.1 (attach)

Greater Victoria School District

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Approved: February 1982 Suspended: March 9, 1992 Re-named and revised: February 27, 1995

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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:                          |                       |
| Email:                              | Address:              |
| School:                             |                       |
| Role of Requestor: Staff Member Par | ent/Caregiver Student |

| RESOURCE  |                |                      |
|---|----------------|----------------------|
| Complete this area for books.                               |                |                      |
| Title:  | Publisher:     |                      |
| Author:   | Copyright Date | 2:                   |
| Context of Usage: Classroom Library Ot                      | ner:           | _                    |
| Complete this area for audio-visual or virtual resources.   |                |                      |
| Title/Name:   |                | Type of Resource (✔) |
| Method of Access: Website Streaming Service DVD C           | ther:          | Audio-Visual         |
| Date Accessed:  |                | Research<br>Database |
| Context of Usage: Classroom Library Other:                  |                | 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) \_\_\_\_\_\_

#### **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:   |       |
|                     | Specific Objection:   |       |
| 4. What do you thin | s the theme or purpose of the resource?   |       |
|                     |   |       |
| 5. What impact do y | believe this resource would have on students?   |       |
|                     |   |       |
|                     | believe this learning resource does not comply with the rationale and the crite<br>selection of a learning resource as outlined in Policy 6163.1? | eria  |
|                     |   |       |
|                     | npact of the resource will vary according to how it is presented and interprete<br>ou discussed this resource with any of the following:          | ed in |

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

### **REGULATION 6163.1 Learning Resources**

#### 8. Additional Considerations:

| Signed: | Date: |
|---------|-------|
|         |       |
|         |       |
|         |       |

#### Appendix C: Outcome of Request for Reconsideration of a Learning 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 STAC  | GE 1: (School level - inf | formal)           |         |  |
| Stage 1 Meeting Date  | (s):                      |                   | -       |  |
| Stage 1 Meeting Locat | ion:                      |                   |         |  |
| Stage 1 Meeting Repre | esentatives (name(s) a    | and position(s)): |         |  |
|                       |                           |                   | -       |  |
|                       |                           |                   | -       |  |

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

| -     | - |            | -    |   |    |
|-------|---|------------|------|---|----|
| Ctago | 7 | Meeting    | Data | 6 | ۱. |
| SLARE | 2 | IVIEELIIIK | Date | 2 | 1. |
|       |   |            |      |   |    |

Stage 2 Reconsideration Committee membership (names and positions):

| Stage | 2 C | Decis | ion: |  |
|-------|-----|-------|------|--|

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

| Rationale for decision | 1: |  |
|------------------------|----|--|
|                        |    |  |
|                        |    |  |
|                        |    |  |
|                        |    |  |

#### When submitting this form:

- ✓ attach the original "Inquiry into Suitability of a Learning Resource" form.
- $\checkmark$  attach any other documents that were provided during the review process.



#### The Board of Education of School District No. 61 (Greater Victoria) Operations Policy and Planning Committee MEETING MINUTES Monday, May 13, 2024, 7:00 p.m.

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

**Education Policy and Directions members:** Natalie Baillaut, Mavis David, Emily Mahbobi

- Trustee Regrets: Angela Carmichael, Derek Gagnon, 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, Brian Leslie, Energy Manager, Marni Vistisen-Harwood, Director of Facilities Services, Jeff Davis, Director of International Education, Karen Higginbotham, VPVPA
- Partners: Shawna Abbott, CUPE 947, Cindy Romphf, GVTA, Nyssa Temmel, VCPAC, Darren Reed, CUPE 382

#### A. COMMENCEMENT OF 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 Paynter

That the May 13, 2024 agenda be approved.

#### Amendment

Operations Policy and Planning Committee Meeting May 13, 2024

#### Moved by Trustee Kwan

Move items F.3. and F.4 to C.1 and C.2.

#### Motion Carried Unanimously

That the May 13, 2024 agenda be approved, as amended.

#### Motion Carried Unanimously

#### A.3. Approval of the Minutes

Moved by Trustee Kwan

That the April 22, 2024 Operations Policy and Planning Committee meeting minutes be approved.

#### Motion Carried Unanimously

#### A.4. Business Arising from Minutes

None.

#### B. PRESENTATIONS TO THE COMMITTEE

None.

#### C. Energy Manager Reports

#### C.1. 2023 Climate Change Accountability Report

Energy Manager Leslie provided the annual report for information.

Trustees had questions of clarification.

#### C.2. 2023 Carbon Neutral Action Report

Energy Manager Leslie provided the annual report for information.

Trustees had questions of clarification.

#### D. SUPERINTENDENT'S REPORT

**D.1.** Superintendent Whitten introduced Director of International Education Davis who provided the International Student Program Update.

Trustees had questions of clarification.

**D.2.** Superintendent Whitten provided for review the Climate Action Plan Implementation Ad Hoc Committee Draft Terms of Reference.

Operations Policy and Planning Committee Meeting May 13, 2024

Trustees had questions of clarification.

Superintendent Whitten advised that a revised Draft Terms of Reference will be provided at the June 10, 2024 Operations Policy and Planning Committee meeting.

**D.3.** Superintendent Whitten provided the following Policies, Regulations and Administrative Regulations for review.

Policy/Regulation 5131.4 Substance Abuse

Draft Policy/Regulation 5131.4 Substance Use

Administrative Regulation 5131.4 Substance Use

Policy/Regulation 5131.5 Smoking

Administrative Regulation 5131.5 – Tabacco and Vapour Products Free Environment.

Partners and Trustees had questions of clarification.

#### E. PERSONNEL ITEMS

None.

#### F. FINANCE AND LEGAL AFFAIRS

**F.1.** Associate Superintendent Aerts presented the Middle and Secondary Enrollment Report.

#### F.2. Monthly Financial Report: April 2024

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

#### F.3. Budget Change Report: April 2024

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

#### F.4. Audit Sub-Committee Report

#### a. 2023-2024 Audit Planning Report

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

Operations Policy and Planning Committee Meeting May 13, 2024

#### Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Audit Planning Report as presented to the Audit Sub-Committee.

#### **Motion Carried Unanimously**

#### b. March 2024 Quarterly Financial Report

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2024 Quarterly Financial Report as presented to the Audit Sub-Committee.

#### Motion Carried Unanimously

#### G. FACILITIES PLANNING

#### G.1. Operations Update: May 2024

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

Partners and Trustees had questions of clarification.

#### G.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.

#### G.3. 2025-2026 Annual Five Year Capital Plan Draft

Secretary-Treasurer Stride and Director of Facilities Services Vistisen-Harwood provided the draft report for information.

Trustees had questions of clarification.

#### H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

#### I. NEW BUSINESS

Operations Policy and Planning Committee Meeting May 13, 2024

#### I.1. Solar Panels

Chair Duncan provided rationale for the motion.

Partners, Trustees and staff discussed the motion.

#### Moved by Trustee Kwan

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.

#### Amendment

#### Moved by Trustee Paynter

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 SD 61 Schools. Mount Douglas Secondary and Victoria High School.

#### **Motion Carried Unanimously**

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 SD 61 Schools.

#### Motion Carried Unanimously

#### J. NOTICE OF MOTION

None.

#### K. GENERAL ANNOUNCEMENTS

None.

#### L. ADJOURNMENT

Moved by Trustee Kwan

That the meeting adjourn.

#### **Motion Carried Unanimously**

Operations Policy and Planning Committee Meeting May 13, 2024

The meeting adjourned at 9:22 p.m.

Operations Policy and Planning Committee Meeting May 13, 2024



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

## Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Operations Policy and Planning Committee

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

DATE: May 13, 2024

RE: Audit Sub-Committee Report – May 2, 2024 Meeting

#### Background:

The Audit Sub-Committee held a meeting on May 2, 2024. KPMG, the Board's external financial auditors, presented the Audit Planning Report for the 2023-2024 fiscal year, and discussed the Office of the Auditor General of BC letters dated April 21, 2023 and March 12, 2024. New business included discussion of the March 2024 Quarterly Financial Report.

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

#### Recommendations:

#### 2023-2024 Audit Planning Report

Lenora Lee, Engagement Partner, from KPMG presented the Audit Planning Report for 2023-2024. Trustees recommended that the Board approve the Audit Planning Report for 2023-2024 through the Audit Sub-Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2023-2024 Audit Planning Report as presented to the Audit Sub-Committee.

#### March 2024 Quarterly Financial Report

Julie Lutner, Associate Secretary-Treasurer, provided highlights of the quarterly financial report for the period ending March 31, 2024. Trustees recommended that the Board accept the March 2024 Quarterly Financial Report through the Audit Sub-Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2024 Quarterly Financial Report as presented to the Audit Sub-Committee.

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







## School District No. 61 (Greater Victoria)

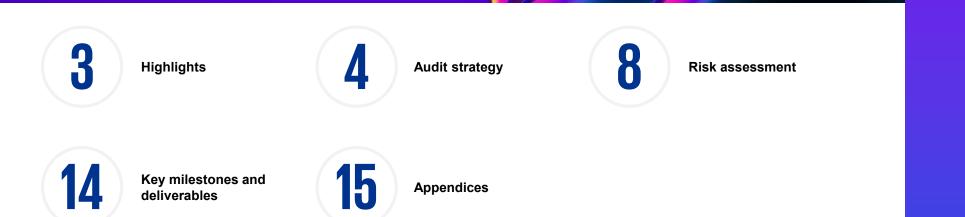
Audit Planning Report for the year ending June 30, 2024

Prepared as of April 29, 2024 for presentation to the Audit Sub-Committee on May 2, 2024



kpmg.ca/audit

## Table of contents



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

# Digital use information

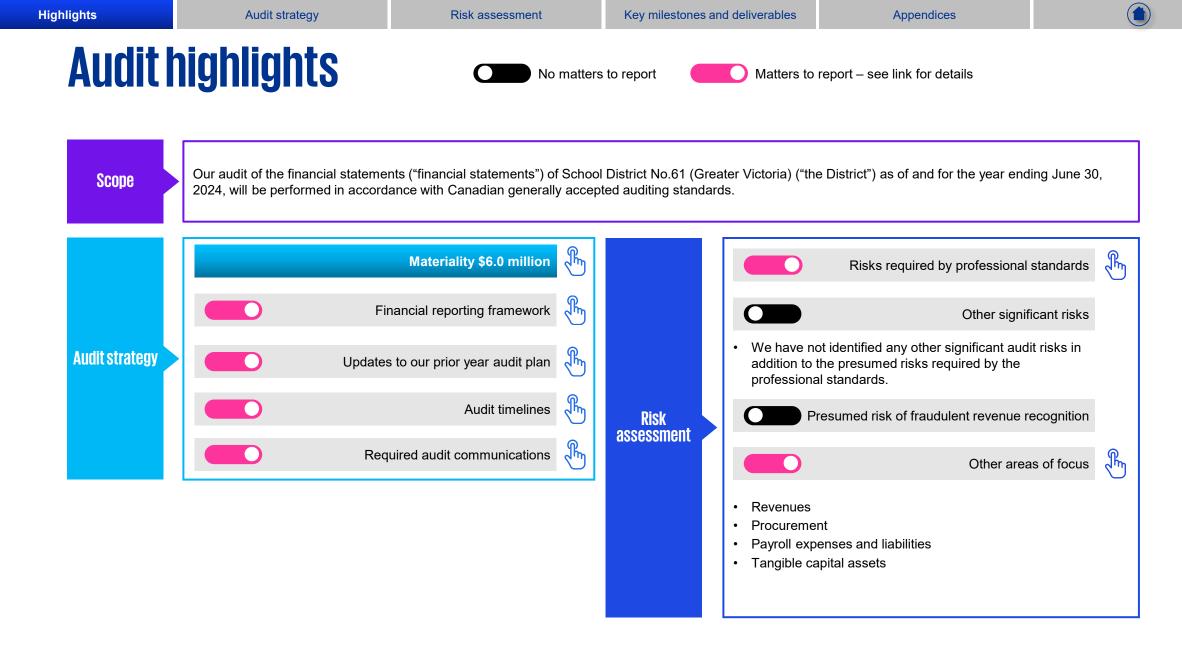
This Audit Planning Report is also available as a "hyper-linked" PDF document.

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



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





Framework



# **Financial reporting framework**

Audit strategy

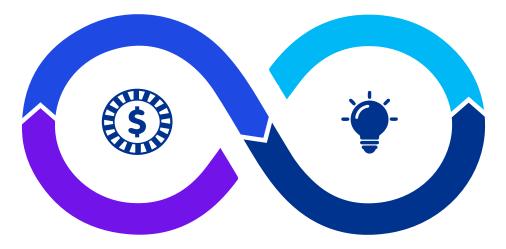
- The financial statements are prepared in accordance with the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.
- These regulations direct the District to apply Public Sector Accounting Standards (PSAS), except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS.

#### As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards.

- The Office of the Auditor General ("OAG") is the auditor of the Province of BC, in which the financial statements of the District are included. We will receive a letter of instruction from OAG noting their reliance on our audit. The letter of instruction will include additional reporting over the differences noted above, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards.
- The letter of instruction for the OAG reporting has not been received as of the date of this report. It may include changes from prior year instructions due to the implementation of CAS 600 Revised special considerations Audits of group financial statements.



# Materiality



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

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

### Plan and perform the audit

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

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

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

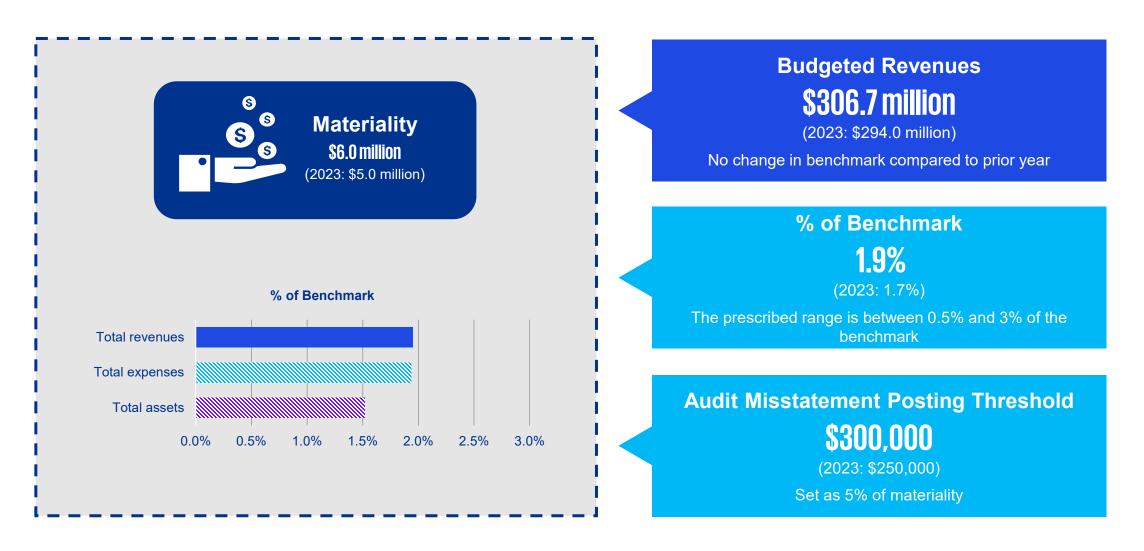
#### Evaluate the effect of misstatements

We also use materiality to evaluate the effect of:

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

КРМС

# **Initial materiality**



# 

# Updates to our prior year audit plan

| New significant risks   |   |  |                                      |  |  |  |  |  |
|---|---|--|--------------------------------------|--|--|--|--|--|
| No new significant risks  During our preliminary risk assessment process, we did not identify any new significant risks other than those required by professional standards and did not identify any significant unusual transactions.  Any changes to the audit plan will be communicated to Management and Those Charged with Governance. |   |  |                                      |  |  |  |  |  |
| Risks of misstatement   | € | Our risks of misstatement are outlined in our risk assessment summary. In the prior year audit, we identified asset retirement obligations as an "elevated" risk as it was a new accounting standard adopted during fiscal 2023.<br>This risk is assessed as a base risk this year and will be evaluated in the tangible capital assets process. | Risk assessment summary              |  |  |  |  |  |
|   |   | Other significant changes  |                                      |  |  |  |  |  |
| Newly effective accounting standards  | Ð | <ul> <li>New accounting standards effective for the year ending June 30, 2024 include:</li> <li>PS 3400 Revenue</li> <li>PS 3160 Public Private Partnerships</li> <li>PSG-8 Purchased Intangibles</li> <li>See appendix 3.</li> </ul>  | Newly effective accounting standards |  |  |  |  |  |
| Newly effective auditing standards  | Ð | There are three new auditing standards effective for year ending June 30, 2024 related to quality management. See appendix 4.  | Newly effective auditing standards   |  |  |  |  |  |



# 

# **Risk assessment summary**

Audit strategy

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

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

|   |                                  | Risk of<br>fraud | Risk of<br>error | Risk rating |
|---|----------------------------------|------------------|------------------|-------------|
| • | Management Override of Controls  | $\checkmark$     |                  | Significant |
| • | Revenues                         |                  | $\checkmark$     | Base        |
| • | Procurement                      |                  | $\checkmark$     | Base        |
| • | Payroll expenses and liabilities |                  | ✓                | Base        |
| • | Tangible capital assets          |                  | $\checkmark$     | Base        |

PRESUMED RISK OF MATERIAL MISSTATEMENT



# **Significant risks**

| 0 | Management Override of Controls (non-rebuttable significant risk of material misstatement) | RISK OF |
|---|--|---------|
|   |  |         |

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

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

Why is it significant?

#### Our planned response

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

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

# Fraud inquiries of those charged with governance

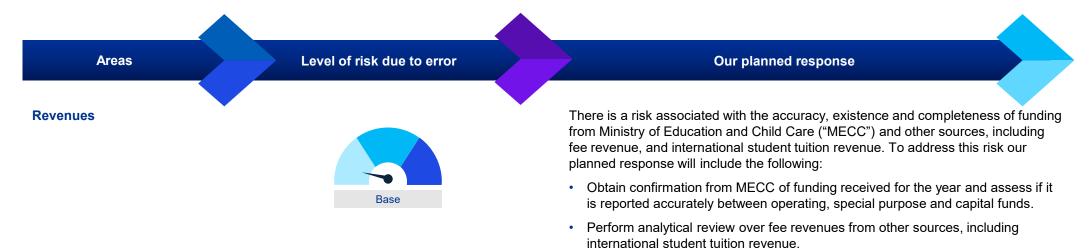
#### Inquiries required by professional standards

- How do you oversee fraud risk assessments and the establishment of controls to address fraud risks?
- What are your views about fraud risks, including management override of controls, at the District and whether you have taken any actions to respond to these risks?
- Are you aware of, or have you identified, any instances of actual, suspected, or alleged fraud, including misconduct or unethical behavior related to financial reporting or misappropriation of assets? If so, have the instances been appropriately addressed and how have they been addressed?
- Are you aware of or have you received tips or complaints regarding the District's financial reporting (including those received through the internal whistleblower program, if such program exists) and, if so, what was your response to such tips and complaints?
- What is the audit sub-committee's understanding of the District's relationships and transactions with related parties that are significant to the District?
- Does any member of the audit sub-committee have concerns regarding relationships or transactions with related parties and, if so, what are the substance of those concerns?
- Has the District entered into any significant unusual transactions?



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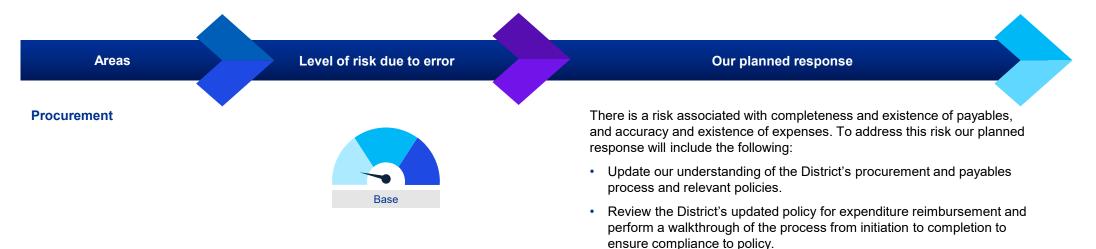
# **Non-significant risks (continued)**



- Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund.
- Test receipt and use of Classroom Enhancement Funds to determine if funds have been used for their intended purpose based on funding restrictions.
- Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.
- Assess the impact of new PS 3400 revenue standard on timing, measurement and presentation of revenue.
- Review processes and controls, including results of school audits performed and impact to the accounting of school generated funds to understand potential risk areas.

# **Non-significant risks (continued)**

Audit strategy



- Perform analytical procedures over expenses other than payroll, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold.
- Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.
- Test payments made after year end to assess completeness of liabilities and expenses recorded in the correct fiscal year.

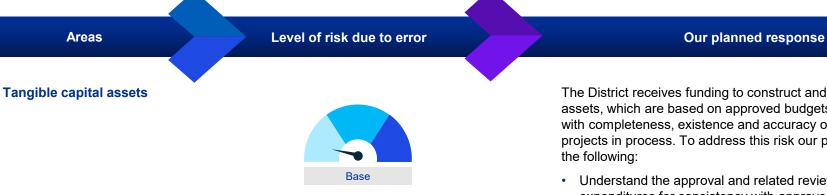
# **Non-significant risks (continued)**



- Perform substantive analytical procedures over salaries and payroll benefits expense including testing over headcounts and updates to wage rates, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold.
- Review of collective agreements for obligations by the District to provide benefits in the future.
- Obtain actuarial report from Mercer and agree employee future benefit liability amounts as recorded.
- Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.

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# **Non-significant risks (continued)**

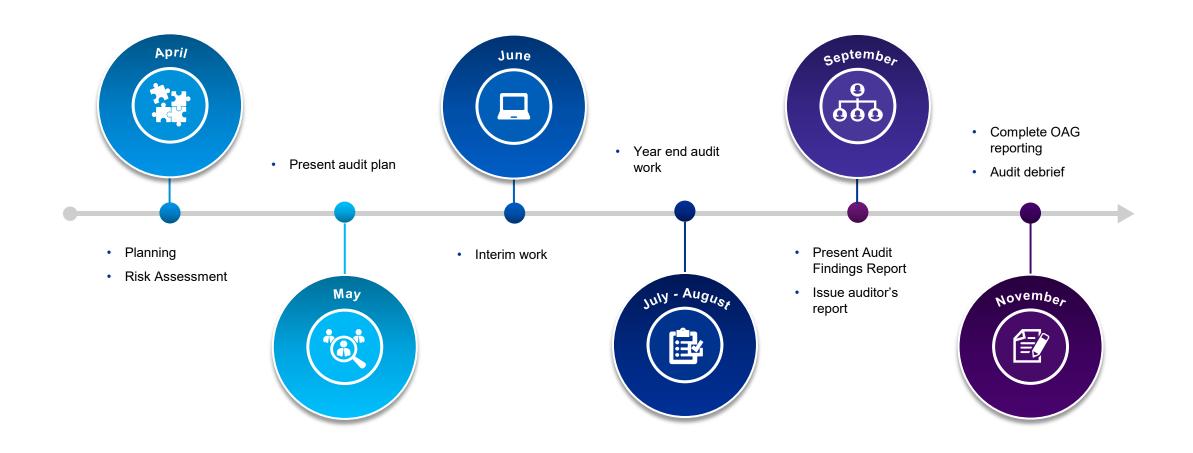


The District receives funding to construct and purchase tangible capital assets, which are based on approved budgets. There is a risk associated with completeness, existence and accuracy of capital additions and capital projects in process. To address this risk our planned response will include

- Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval.
- Obtain an understanding of the funding sources for tangible capital asset • additions incurred during the year. Review processes in place to ensure that only capital expenditures that are approved via the budget process can be processed.
- Detailed testing of asset purchases, including any land purchases, • school construction costs, and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds.
- · Review agreements for contractual commitments and related disclosure requirements.
- Assess maintenance of asset retirement obligations (ARO) accounting, additions for new liabilities, reductions for obligations remediated and revaluation for other changes in amount of ARO.

# 

# **Key milestones and deliverables**



| Highlights | Audit strategy   | Risk assessment                      | Key milestones and deliverables | Appendices | ٢ |
|------------|--|--------------------------------------|---------------------------------|------------|---|
| Apper      | ndices   |                                      |                                 |            |   |
|            | Required   | 2 Audit quality                      | Changes in accounting s         | standards  |   |
|            | Newly effective and<br>apcoming changes to<br>auditing standards | 3 Thought leadership<br>and insights | <b>b</b> Audit and as insights  | surance    |   |

# **Appendix 1: Required communications**



# Appendix 2: Audit quality - How do we deliver audit quality?

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

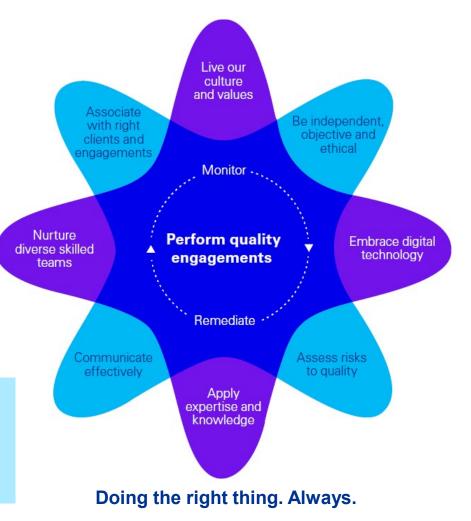
The drivers outlined in the framework are the ten components of the KPMG System of Quality Management (SoQM). Aligned with ISQM 1/CSQM 1, our SoQM components also meet the requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA) and the relevant rules of professional conduct / code of ethics applicable to the practice of public accounting in Canada, which apply to professional services firms that perform audits of financial statements. Our Transparency Report includes our firm's Statement on the Effectiveness of our SoQM.



# KPMG 2023 Audit Quality and Transparency Report

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

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





# **Appendix 3: Current developments**

# **Changes in accounting standards**

| Standard   | Summary and implications   |
|--|--|
| Revenue<br>Effective 2024                        | <ul> <li>The new standard PS 3400 <i>Revenue</i> is effective for fiscal years beginning on or after April 1, 2023.</li> <li>The new standard establishes a single framework to categorize revenue to enhance the consistency of revenue recognition and its measurement.</li> <li>The standard notes that in the case of revenue arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations.</li> <li>The standard notes that unilateral revenue arises when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.</li> </ul>   |
| Public Private<br>Partnerships<br>Effective 2024 | <ul> <li>The new standard PS 3160 <i>Public private partnerships</i> is effective for fiscal years beginning on or after April 1, 2023.</li> <li>The standard includes new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership.</li> <li>The standard notes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the public private partnership ends.</li> <li>The public sector entity recognizes a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure.</li> <li>The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists. Cost would be measured in reference to the public private partnership process and agreement, or by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.</li> </ul> |

• The standard can be applied retroactively or prospectively.





# **Appendix 3: Current developments (continued)**

# Changes in accounting standards (continued)

| Standard                 | Summary and implications  |
|--------------------------|---|
| Purchased<br>Intangibles | <ul> <li>The new Public Sector Guideline 8 <i>Purchased intangibles</i> is effective for fiscal years beginning on or after April 1, 2023 with earlier adoption permitted.</li> <li>The guideline allows public sector entities to recognize intangibles purchased through an exchange transaction. The definition of an asset, the general recognition criteria and GAAP hierarchy are used to account for purchased intangibles.</li> </ul> |
| Effective 2024           | <ul> <li>Narrow scope amendments were made to PS 1000 Financial statement concepts to remove the prohibition to recognize purchased intangibles and to PS 1201 Financial statement presentation to remove the requirement to disclose purchased intangibles not recognized.</li> </ul>  |
|                          | The guideline can be applied retroactively or prospectively.  |
| Employee<br>benefits     | <ul> <li>The Public Sector Accounting Board has initiated a review of sections PS 3250 Retirement benefits and PS 3255 Post-employment benefits, compensated absences and termination benefits.</li> </ul>  |
| Proposed 2027            | <ul> <li>The intention is to use principles from International Public Sector Accounting Standard 39 Employee benefits as a starting point to develop the Canadian standard.</li> </ul>  |
|                          | <ul> <li>Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, the new<br/>standards will be implemented in a multi-release strategy. The first standard will provide foundational guidance. Subsequent standards will provide<br/>additional guidance on current and emerging issues.</li> </ul>  |
|                          | <ul> <li>The proposed section PS 3251 Employee benefits will replace the current sections PS 3250 Retirement benefits and PS 3255 Post-employment benefits, compensated absences and termination benefits. It will apply to fiscal years beginning on or after April 1, 2026. Early adoption will be permitted and guidance applied retroactively.</li> </ul>   |
|                          | • This proposed section would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations.   |
|                          | The Public Sector Accounting Board is in the process of evaluating comments received from stakeholders on the exposure draft.   |



# **Appendix 3: Current developments (continued)**

# Changes in accounting standards (continued)

| Standard  | Summary and implications  |
|---|---|
| Concepts<br>Underlying<br>Financial<br>Performance<br>Proposed 2027 | <ul> <li>The revised conceptual framework is effective for fiscal years beginning on or after April 1, 2026 with earlier adoption permitted.</li> <li>The framework provides the core concepts and objectives underlying Canadian public sector accounting standards.</li> <li>The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives.<br/>Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.</li> </ul>   |
| Financial<br>Statement<br>Presentation                              | <ul> <li>The proposed section PS 1202 <i>Financial statement presentation</i> will replace the current section PS 1201 <i>Financial statement presentation</i>. PS 1202 <i>Financial statement presentation</i> will apply to fiscal years beginning on or after April 1, 2026 to coincide with the adoption of the revised conceptual framework. Early adoption will be permitted.</li> <li>The proposed section includes the following:</li> </ul>  |
| Proposed 2027   | <ul> <li>Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.</li> <li>Separating liabilities into financial liabilities and non-financial liabilities.</li> <li>Restructuring the statement of financial position to present total assets followed by total liabilities.</li> <li>Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).</li> <li>Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called "accumulated other".</li> <li>A new provision whereby an entity can use an amended budget in certain circumstances.</li> <li>Inclusion of disclosures related to risks and uncertainties that could affect the District's financial position.</li> <li>The Public Sector Accounting Board is currently deliberating on feedback received on exposure drafts related to the reporting model.</li> </ul> |



For more information on newly effective and upcoming changes to auditing standards  $\bigcap$ 

- see Current Developments

# 

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# Appendix 4: Newly effective and upcoming changes to auditing standards

Effective for periods beginning on or after December 15, 2022

# ISA/CAS 220

(Revised) Quality management for an audit of financial statements

# ISQM1/CSQM1

Quality management for firms that perform audits or reviews of financial statements or other assurance or related services engagements

# ISQM2/CSQM2

Engagement quality reviews

## Effective for periods beginning on or after December 15, 2023



Revised special considerations – Audits of group financial statements





# **Appendix 5: Thought leadership and insights**

# Thought leadership – Environmental, social and governance ("ESG")

# First IFRS Sustainability Disclosure Standards

The arrival of the first two IFRS Sustainability Disclosure Standards marks a key milestone in sustainability reporting and is a significant step towards creation of a global baseline for stakeholder-focused sustainability reporting that local jurisdictions can build on. Although the standards are not required to be adopted by the District, the new IFRS sustainability standards provide key insights into what the future of sustainability reporting may look like for the District. The Canadian Sustainability Standards Board released the first proposed Canadian standards for public comments due by June 10, 2024.

# Summary of the recently released standards

The standards build on the four-pillar structure of the **Task Force on Climate-related Financial Disclosures**.

The **general requirements standard (IFRS S1)** defines the scope and objectives of reporting and provides core content, presentation and practical requirements.

It requires disclosure of material information on all sustainability-related risks and opportunities – not just on climate.

The **climate standard (IFRS S2)** replicates the core content requirements and supplements them with climate-specific reporting requirements.



**General requirements** 

Visit KPMG's Sustainability Reporting website for more information, including a comprehensive summary of the new requirements and KPMG's insights and illustrative examples for the new standards.

**<u>Click here</u>** to access KPMG's portal





# **Climate Risk in the Financial Statements**

All entities are facing climate-related risks and opportunities - and are making strategic decisions in response. The impacts of climate-related risks in the financial statements are broad, potentially complex and will depend on industry-specific risks.

**How might** climate**related risks** impact the financial statements?

# **Assets**

01

02

03

04

05

Consider the useful lives and residual values of assets, cash flow projections used for impairment testing of non-financial assets, and the potential impacts on inventories.

# Liabilities

Consider the recognition of environmental and decommissioning obligations, accounting for emissions or 'green' schemes, impact on employee-benefit arrangements, and restructuring provisions.

# **Borrowers**

Consider the accounting for different forms of government assistance, potential for embedded derivatives in green bonds, lease of green technology, impacts of leasing polluting assets.

# Lenders

Consider how climate-related risks impact operating and financing leases, the potential impact on expected credit losses, and whether green loans meet the solely payments of principal and interest (SPPI) criterion.

# **Disclosures**

Consider the impact on the going concern assessment and related disclosures and whether the impacts of climate-related matters have been disclosed clearly. Im

See here for more information





# **Climate Risk in the Financial Statements (continued)**

All entities are facing climate-related risks and opportunities – and are making strategic decisions in response. The impacts of climate-related risks in the financial statements are broad, potentially complex and will depend on industry-specific risks.





# **Cybersecurity: Incident Response Preparedness**

With cyber attacks growing more widespread, it is becoming essential for executives to be involved in responding to cybersecurity incidents. Incident response preparedness can help leaders quickly identify gaps and gain information necessary to make informed decisions when faced with cybersecurity threats. Example of common topics addressed in incident response plans are noted below.

Which roles are included in the District's core executive incident response team to make decisions and address circumstances surrounding an incident?

# Who is responsible for

engaging the District's insurer?

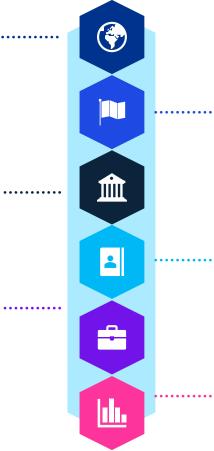
Consideration should be given to who should contact the insurance provider and under what circumstances the insurance provider should be engaged.

# Who is responsible for leading communications?

Consideration should be given to who should be involved in enacting the communication plan and managing internal and external communications.

# Should a ransom be paid?

Consideration should be given to who should be involved in the decision to pay a ransom, the engagement of a third-party to negotiate the ransom on behalf of the District, risks associated with ransom demands from prohibited organizations or countries and the District insurance provider's stance on ransom payment.



# Who is responsible for notifying the Board of Education?

Consideration should be given to who should engage the Board of Education and under what circumstances the Board of Education should be engaged?

# Should Law Enforcement be Involved?

Consideration should be given to whether law enforcement should be contacted regarding the incident and, if so, who should be responsible for contacting law enforcement.

# Who is responsible for considering additional risks?

Consideration should be given to risks associated with non-restoration of systems, data exposure, subsequent attacks and potential sanctions.







# KPMG research shows that:

Eighty-seven percent of IT decision makers believe that technologies powered by AI should be subject to regulation.

- Of that group, 32 percent believe that regulation should come from a combination of both government and industry.
- Twenty-five percent believe that regulation should be the responsibility of an independent industry consortium.

Ninety-four percent of IT decision makers feel that firms need to focus more on corporate responsibility and ethics while developing AI solutions.

#### Source:

Per a study of 300 ITDMs from the UK and the US, conducted by Vanson Bourne on behalf of SnapLogic:

https://www.businesswire.com/news/ home/20190326005362/en/AI-Ethics-Deficit-%E2%80%94-94-Leaders-Call For AI solutions to be transformative, trust is imperative. This trust rests on four main anchors: integrity, explainability, fairness, and resilience. These four principles (enabled through governance) will help organizations drive greater trust, transparency, and accountability.

- Integrity algorithm integrity and data validity including lineage and appropriateness of how data is used
- Explainability transparency through understanding the algorithmic decision-making process in simple terms
- Fairness ensuring AI systems are ethical, free from bias, free from prejudice and that protected attributes are not being used
- Resilience technical robustness and compliance of your AI and its agility across platforms and resistance against bad actors

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B

Develop AI principles, policies and design criteria and establish controls in an environment that fosters innovation, flexibility, and trust while identifying the unique risks associated with AI. In addition, understand the footprint of AI within the organization in order to inventory capabilities and use cases.

Design, implement, and operationalize an end-to-end Al governance and operating model across the entire Al development life cycle, including strategy, building, training, evaluating deploying, operating and monitoring Al. Consider the need to set up separate governance committees and councils to address the unique risks and complexities associated with Al and data.

Assess the current governance and risk framework and perform a gap analysis to identify opportunities and areas that need to be addressed

Design a cross-functional governance committee and framework that deliver AI solutions and innovation through guidelines, templates, tooling and accelerators to quickly yet responsibly deliver AI solutions.

Integrate a risk management framework to identify and prioritize business-critical algorithms and incorporate an agile risk mitigation strategy to address cybersecurity, integrity, fairness, and resiliency considerations during design and operation

Design and set up criteria to maintain continuous control over algorithms without stifling innovation and flexibility. Consider the need to invest in new capabilities to enable effective governance and risk management enabled through tooling for Al.

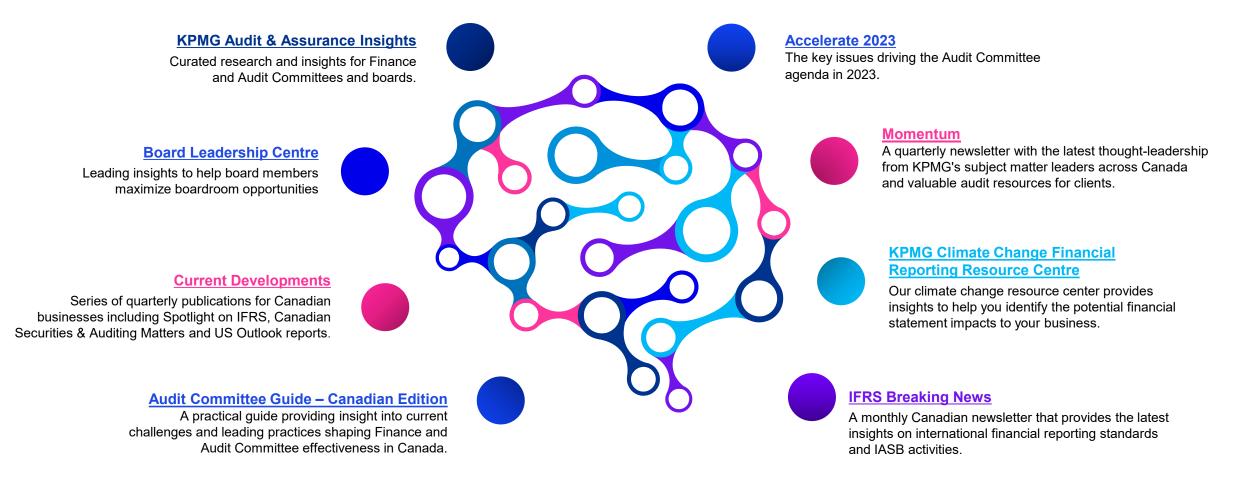


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# **Appendix 6: Audit and assurance insights**

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





# kpmg.ca

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

# Office of the Secretary-Treasurer

*Katrina Stride – Secretary-Treasurer* 

| TO:   | Audit Sub-Committee                 |  |  |
|-------|-------------------------------------|--|--|
| FROM: | Katrina Stride, Secretary-Treasurer |  |  |

DATE: May 2, 2024

RE: March 31, 2024 Quarterly Financial Report

### Background

The format of the Quarterly Financial Report is consistent with Schedule 2A "Schedule of Operating Revenue By Source" and Schedule 2B "Schedule of Operating Expense by Object" of the School District's financial statements. The budget reflected in the financial statements is the Annual Operating Budget approved by the Board in April 2023. The Annual Operating Budget is based on estimated revenue and expenses for the year. It does not include budget related to approved surplus carryforwards from prior years.

The March 2024 Quarterly Financial Report has been updated from previous quarterly financial reports to include the Amended Annual Operating Budget which was approved by the Board in February 2024. The Amended Annual Operating Budget is based on revenue and expenses calculated on actual September 30, 2023 enrolment counts, grants confirmed subsequent to the approval of the Annual Operating Budget, and budget related to approved surplus carryforwards from prior years. It does not include budget adjustments made subsequent to the approval of the Amended Annual Operating Budget adjustments.

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

The prior year information has been included for comparative purposes.

One Learning Community Meeting May 27

#### Revenue

Ministry of Education and Child Care Operating Grant as a percentage of the related Annual Operating Budget is 72.26%, which is slightly higher than the 71.15% in the prior year. Operating grant revenue is recognized as it is received.

Other Ministry of Education and Child Care Grants as a percentage of the related Annual Operating Budget is 110.97%. The amount of revenue recognized in each quarter is affected by the receipt of new grants, as



well as the timing of grant payments. In the current year, Other Ministry of Education and Child Care Grants received includes Pay Equity, Graduated Adults funding, Student Transportation, Support Staff Benefits, a Premier's Award for Excellence in Education, FSA Scorer, and Labour Settlement Funding related to the Cost-of-Living Adjustment (COLA) of 1.25% for all employee groups, salary increases for management, and teacher and support staff benefit enhancements. The Labour Settlement Funding and Premier's Award for Excellence were announced subsequent to the preparation of the Annual Operating Budget.

Provincial Grants – Other includes revenue from other provincial ministries. In the current year, this revenue is related to the After School Sport and Arts Initiative (ASSAI) grants from the Ministry of Tourism, Arts, Culture and Sport and SkilledTradesBC funding. Actual revenues received as a percentage of the Annual Operating Budget is lower in the current year as SkilledTradesBC is now reported under this line item, whereas last year it was included in Miscellaneous Revenue in the Annual Operating Budget, but subsequently moved to Provincial Grants – Other.

International Tuition Fees are fees received for the Victoria International Education program. International Tuition Fees related to the current school year that were collected and deferred in the previous school year have been brought into revenue as of July 1, 2023. International Tuition Fees as a percentage of the related Annual Operating Budget are 105.01% compared to 95.00% in the prior year. International Tuition Fees in the current year are higher due to increased international student registration relative to the budget. An adjustment has been made in the 2023/2024 Amended Annual Operating Budget to reflect this increase.

Local Education Agreement (LEA) Tuition is revenue received from Songhees Nation for eligible Nation students on the Nominal Roll attending schools operated by the Board. The Nation receives the tuition funding from Indigenous Services Canada. This revenue is based on actual Nominal Roll enrolment and the equivalent amount is deducted from the Ministry of Education and Child Care Operating Grant.

Continuing Education and Distributed Learning (The Link) Fees consist of registration and course fees collected from international students. Continuing Education and Distributed Learning Fees as a percentage of the related Annual Operating Budget are 89.40% compared to 269.31% in the prior year. The budget in the current year was increased by \$7K to more closely reflect anticipated results.

Rentals and Leases revenue as a percentage of the related Annual Operating Budget is 73.90% compared to 73.57% in the prior year. Actual Rentals and Leases revenue is higher than the prior year, and the budget in the current year reflects the increase.

Investment Income as a percentage of the related Annual Operating Budget is 107.10% as compared to 303.53% in the prior year. The current year budget more accurately reflects the projected interest income. The prior year interest income budget was based on the Ministry's Central Deposit Program interest rate of 0.95%, which was the rate at the time the budget was prepared. By December 2022, the rate had increased to 4.95% which is why the interest income earned was 303.53% of the budget. The current year interest income budget was based on an interest rate of 5.2%. However, the rate increased to 5.45% in June 2023 and 5.7% in July 2023. The interest rate has since decreased back to 5.2% in March 2024.

Miscellaneous Revenue includes other grants, fees, commissions and rebates, and general donations. The amount and timing of this revenue varies each year. Revenue in the current year is lower than the prior year due to donations received last year in support of the Elementary Strings Program (\$213K) and unspent remedy funding returned by the GVTA for teacher staffing (\$390K), partially offset by increased crossing guard revenue and International Education fees received by March 2024.

Total Operating Revenue is 74.19% of the related Annual Operating Budget as compared to 74.82% in the prior year.

### **Expenditure by Object**

Teacher, Educational Assistants and Substitute Salaries to date are 70.86% of the combined related Annual Operating Budgets as compared to 72.23% in the prior year. As these positions start in September and are paid over 10 months, it is expected that approximately 7/10<sup>th</sup> (70%) of the salaries would be incurred to date.

Principals and Vice Principals, Support Staff and Other Professionals salaries are 74.01% of the combined related Annual Operating Budgets as compared to 76.85% in the prior year. These positions are generally paid over 12 months; therefore, it is expected that salaries to date would approximate 75% of the Annual Operating Budgets. However, Principals and Vice Principals and Exempt salaries are higher than this as the Labour Settlement Funding for Management Salary Increases was not received until after preparation of the Annual Operating Budget. This has been adjusted in the 2023/2024 Amended Annual Operating Budget.

Employee Benefits are at 69.42% of the related Annual Operating Budget compared to 72.34% in the prior year; these percentages are consistent with the associated salaries.

Total Salaries and Benefits are 71.14% of the related Annual Operating Budget as compared to 73.18% in the prior year.

Services are at 109.41% of the related Annual Operating Budget as compared to 92.82% in the prior year. Sufficient budget was not provided for International Education agent fees in the 2023-2024 Annual Operating Budget as the department expenditures were reduced by \$0.52 million during the April 2023 budget deliberations. Until the department had a chance to perform a review of expenditures to identify specific reductions, the total reduction was applied against agent fees. Additionally, Payroc fees related to SchoolCash Online increased by \$0.08 million, legal fees increased by \$0.18 million, and contracted services related to school funded projects increased by \$0.17 million.

Student Transportation as a percentage of the related Annual Operating Budget is at 75.39% as compared to 60.91% in the prior year. The expenses in the current year are higher as enrolment in the Student and Mobility Exchange program in International Education increased and additional BC Transit bus passes were issued as a result of increased enrolment.

Professional Development and Travel is at 79.77% of the related Annual Operating Budget as compared to 80.37% in the prior year. Professional Development and Travel expenses in the current year are \$169K lower than the prior year. Most of the decrease can be attributed to travel to New Zealand by the Indigenous Education Department and a literacy summer institute for teachers organized by the District Team in the prior year. Additionally, in the current year the Board reallocated \$25K in GVTA professional development from the Curriculum and Learning Support Fund to the Indigenous-focused grad requirement.

Rentals and Leases expenditures are at 17.37% of the related Annual Operating Budget as compared to 61.41% in the prior year. The budget for Rentals and Leases reflects the expected cost of the operating leases on fleet vehicles for Facilities Services. In the 2023/2024 Annual Operating Budget, Facilities found \$791K in one-time savings, which included a reduction of lease costs. The reduction was applied against Services and Supplies when preparing the budget. This has been adjusted in the 2023/2024 Amended Annual Operating Budget.

Dues and Fees are at 246.05% of the related Annual Operating Budget as compared to 93.15% in the prior year. In April 2023, the Board passed a motion to end its membership with the British Columbia School Trustees Association (BCSTA) for the 2023/2024 school year. This resulted in a reduction of \$62K in the 2023/2024 Annual Operating Budget. However, the motion was later rescinded after the approval of the budget. This has been adjusted in the 2023/2024 Annual Operating Budget.

Insurance is at 111.40% of the related Annual Operating Budget as compared to 111.83% in the prior year. Insurance expense has increased this year due to an increase in the annual cost of insurance through the School Protection Program. Supplies are at 73.11% of the related Annual Operating Budget as compared to 75.52% in the prior year. Total spending is consistent with the prior year.

Utilities are at 62.02% of the related Annual Operating Budget as compared to 68.89% in the prior year. Natural gas consumption has decreased significantly compared to prior year. Although Victoria experienced a cold snap in January 2024, on average there was a decrease in the number of days that buildings had to be heated. Additionally, the Energy Manager has been implementing continuous optimization initiatives, including looking at building schedules to maximize efficiencies.

Capital Asset Purchases are expenditures from the operating fund that will be transferred to the capital fund to be amortized over their useful lives. Capital asset purchases in the current year include theatre equipment; computer technology and multi-function devices; network infrastructure; furniture; Vic West and Tillicum portables; and vehicles and equipment for Facilities Services.

Total Services and Supplies are 87.48% of the related Annual Operating Budget as compared to 87.55% in the prior year.

Total Operating Expenditures are 72.52% of the related Annual Operating Budget as compared to 74.41% in the prior year.

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

#### SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) QUARTERLY FINANCIAL REPORT MARCH 31, 2024 ACTUAL AS A PERCENTAGE OF THE ANNUAL AND AMENDED ANNUAL OPERATING BUDGETS

| REVENUE  | 2023-2024<br>Annual<br>Operating<br>Budget | 2023-2024<br>Amended<br>Annual<br>Operating<br>Budget | Actual<br>March 31,<br>2024 | Percentage<br>of Annual<br>Operating<br>Budget | Percentage<br>of Amended<br>Annual<br>Operating<br>Budget | 2022-2023<br>Annual<br>Operating<br>Budget | 2022-2023<br>Amended<br>Annual<br>Operating<br>Budget | Actual<br>March 31,<br>2023 | Percentage<br>of Annual<br>Operating<br>Budget | Percentage<br>of Amended<br>Annual<br>Operating<br>Budget |
|--|--|---|-----------------------------|--|---|--|---|-----------------------------|--|---|
|  | 214 200 246                                | 220 076 057   | 454 772 000                 | 72.200/  | 70.070/   | 402 502 062                                | 106 240 627   | 427 726 066                 | 74.450/  | 70.450/   |
| Ministry of Education and Child Care Operating Grant | 214,200,316                                | 220,876,957   | 154,772,866                 | 72.26%   | 70.07%  | 193,593,863                                | 196,349,627   | 137,736,066                 | 71.15%   | 70.15%  |
| Other Ministry of Education and Child Care Grants    | 3,192,995                                  | 6,738,407   | 3,543,299                   | 110.97%  | 52.58%  | 3,201,748                                  | 11,093,540  | 6,548,401                   | 204.53%  | 59.03%  |
| Provincial Grants - Other                            | 274,039                                    | 289,983   | 247,118                     | 90.18%   | 85.22%  | 112,750                                    | 111,290   | 253,665                     | 224.98%  | 227.93%   |
| International Tuition Fees                           | 15,670,739                                 | 16,378,362  | 16,455,241                  | 105.01%  | 100.47%   | 15,104,719                                 | 14,111,502  | 14,349,933                  | 95.00%   | 101.69%   |
| Local Education Agreement Tuition                    | 757,317                                    | 925,099   | 705,179                     | 93.12%   | 76.23%  | 989,902                                    | 757,317   | 567,988                     | 57.38%   | 75.00%  |
| Continuing Education and Distributed Learning Fees   | 10,000                                     | 8,500   | 8,940                       | 89.40%   | 105.18%   | 2,900                                      | 6,400   | 7,810                       | 269.31%  | 122.03%   |
| Rentals and Leases                                   | 3,007,985                                  | 2,949,578   | 2,222,883                   | 73.90%   | 75.36%  | 2,696,572                                  | 2,632,521   | 1,983,919                   | 73.57%   | 75.36%  |
| Investment Income                                    | 1,465,200                                  | 2,141,451   | 1,569,202                   | 107.10%  | 73.28%  | 368,760                                    | 1,383,620   | 1,119,283                   | 303.53%  | 80.90%  |
| Miscellaneous Revenue                                | 1,059,845                                  | 2,179,830   | 1,486,157                   | 140.22%  | 68.18%  | 1,249,559                                  | 2,326,248   | 1,751,405                   | 140.16%  | 75.29%  |
| Budgeted Prior Year Operating Surplus Appropriation  | 4,342,059                                  | 1,694,479   |                             |  |   | 2,300,000                                  | 4,140,208   |                             |  |   |
| Total Operating Revenue                              | 243,980,495                                | 254,182,646   | 181,010,886                 | 74.19%   | 71.21%  | 219,620,773                                | 232,912,273   | 164,318,471                 | 74.82%   | 70.55%  |
| EXPENDITURE BY OBJECT                                |  |   |                             |  |   |  |   |                             |  |   |
| Teachers Salaries                                    | 107,167,700                                | 108,243,395   | 75,679,269                  | 70.62%   | 69.92%  | 96,707,978                                 | 99,631,525  | 69,094,190                  | 71.45%   | 69.35%  |
| Principals and Vice Principals Salaries              | 13,862,405                                 | 14,358,666  | 10,796,594                  | 77.88%   | 75.19%  | 13,921,381                                 | 14,665,224  | 10,735,385                  | 77.11%   | 73.20%  |
| Educational Assistants Salaries                      | 22,947,651                                 | 23,465,610  | 14,630,106                  | 63.75%   | 62.35%  | 19,746,848                                 | 21,169,943  | 13,474,042                  | 68.23%   | 63.65%  |
| Support Staff Salaries                               | 21,046,809                                 | 21,236,804  | 14,846,572                  | 70.54%   | 69.91%  | 18,979,392                                 | 20,600,921  | 14,245,265                  | 75.06%   | 69.15%  |
| Other Professionals Salaries                         | 4,956,475                                  | 5,335,183   | 3,863,329                   | 77.95%   | 72.41%  | 4,830,042                                  | 5,334,933   | 4,014,623                   | 83.12%   | 75.25%  |
| Substitutes Salaries                                 | 10,398,295                                 | 12,797,308  | 9,257,361                   | 89.03%   | 72.34%  | 8,675,067                                  | 11,126,304  | 7,930,408                   | 91.42%   | 71.28%  |
| Employee Benefits                                    | 43,076,847                                 | 44,421,513  | 29,903,652                  | 69.42%   | 67.32%  | 37,928,774                                 | 40,128,829  | 27,436,642                  | 72.34%   | 68.37%  |
| Total Salaries and Benefits                          | 223,456,182                                | 229,858,479   | 158,976,883                 | 71.14%   | 69.16%  | 200,789,482                                | 212,657,679   | 146,930,555                 | 73.18%   | 69.09%  |
|  |  |   |                             |  |   |  |   |                             |  |   |
| Services   | 6,440,743                                  | 8,135,831   | 7,046,994                   | 109.41%  | 86.62%  | 7,106,116                                  | 7,720,288   | 6,595,989                   | 92.82%   | 85.44%  |
| Student Transportation                               | 932,286                                    | 1,084,857   | 702,855                     | 75.39%   | 64.79%  | 901,500                                    | 914,929   | 549,142                     | 60.91%   | 60.02%  |
| Professional Development and Travel                  | 676,572                                    | 782,874   | 539,684                     | 79.77%   | 68.94%  | 881,322                                    | 975,841   | 708,338                     | 80.37%   | 72.59%  |
| Rentals and Leases                                   | 109,851                                    | 21,851  | 19,085                      | 17.37%   | 87.34%  | 109,851                                    | 109,851   | 67,457                      | 61.41%   | 61.41%  |
| Dues and Fees  | 49,700                                     | 117,401   | 122,285                     | 246.05%  | 104.16%   | 109,831                                    | 113,533   | 102,310                     | 93.15%   | 90.11%  |
| Insurance  | 479,973                                    | 535,970   | 534,702                     | 111.40%  | 99.76%  | 427,403                                    | 478,404   | 477,985                     | 111.83%  | 99.91%  |
| Supplies   | 5,374,738                                  | 6,515,841   | 3,929,368                   | 73.11%   | 60.30%  | 5,285,907                                  | 5,798,987   | 3,991,791                   | 75.52%   | 68.84%  |
| Utilities  | 4,442,200                                  | 4,593,400   | 2,755,221                   | 62.02%   | 59.98%  | 4,009,361                                  | 4,142,761   | 2,762,093                   | 68.89%   | 66.67%  |
| Capital Asset Purchases                              | 2,018,250                                  | 2,536,142   | 2,304,668                   | 114.19%  | 90.87%  | -  | -   | 1,231,918                   | 0.00%  | 0.00%   |
| Total Services and Supplies                          | 20,524,313                                 | 24,324,167  | 17,954,862                  | 87.48%   | 73.81%  | 18,831,291                                 | 20,254,594  | 16,487,023                  | 87.55%   | 81.40%  |
| Total Operating Expenditure                          | 243,980,495                                | 254,182,646   | 176,931,745                 | 72.52%   | 69.61%  | 219,620,773                                | 232,912,273   | 163,417,578                 | 74.41%   | 70.16%  |



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

# Office of the Superintendent

Deb Whitten – Superintendent

- TO: The Board of Education
- FROM: Deb Whitten, Superintendent of Schools
- RE: Superintendent's Report

DATE: May 27, 2024

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

- Jointly Convened Annual Meeting (JCAM) May 9, 2024
- > All Superintendents' Meeting May 10, 2024
- > Monthly Meeting with Representative Advisory Council of Students May 13, 2024
- Korea Education Ministry Visit May 16, 2024
- > VPVPA Joint Pro-D Committee Meeting May 21, 2024
- Elementary Principal/Vice-Principal Meeting May 23, 2024

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

- 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
- LEA Implementation Meeting with Songhees Nation May 13, 2024
- Lahal Tournament May 14, 2024
- Indigenous Storytelling and Film Festival May 17, 2024
- Indigenous Education Advisory Council Meeting May 28, 2024

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

- New to Canada Event at Vic High May 7, 2024
- > Monthly Meeting with the Board Chair and Vice-Chair May 8, 2024
- > Accessibility Advisory Group Meeting May 27, 2024
- Reynolds Culture Day May 29, 2024
- Deaf and Hard-of-Hearing Beach Day May 29, 2024
- Elementary School City Track Finals May 29, 2024
- McCreary Adolescent Health Survey Discussion May 31, 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.

VICTORIA

Gratitude: The Superintendent would like to thank the following:

- Thank you to Dr. Shelly Niemi, Director of Indigenous Education, and the Indigenous Education Department in collaboration with Spectrum Community School for hosting the first annual Tri-District Lahal Tournament, which was held on May 14, 2024.
- Thank you to Dr. Shelly Niemi, Director of Indigenous Education, and the Indigenous Education Department for organizing the third annual Indigenous Storytelling and Film Festival, which was held on May 17, 2024. "Over 1,400 employees registered for the festival, which speaks to the ongoing commitment in our District to recognize the importance and value of Indigenous knowledge and how it must be woven into the fabric of the public education system."
- Thank you to Sanjiv Galhon, Vice-Principal at Vic West Elementary, and all volunteer Principals, Vice-Principals Elementary, and all staff volunteers for organizing and supporting Elementary City Track.

### **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.





Greater VICTORIA



# Office of the Superintendent

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

*Deb Whitten – Superintendent* 

- TO: The Board of Education
- FROM: Deb Whitten, Superintendent of Schools
- RE: Personal Digital Device Restriction in Schools
- DATE: May 27, 2024

### Background

On January 26, 2024, Premier Eby and Minister Singh announced cell phone restrictions in schools as one of three important actions to help students safe. Effective July 1, 2024 the Provincial Standards for Codes of Conduct Order, MO 276/07 is amended (see attached Ministerial Order). The amendments require all boards of education to include one or more statements in their codes of conduct about restricting the use of personal digital devices at school, to promote focused learning environments and online safety.

Schedule 1 of the Provincial Standards for Codes of Conduct Order, is repealed and the following section has been added:

Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student's age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.

The following draft Student Code of Conduct statements regarding use of personal digital devices has been created for elementary, middle and secondary schools.



## **Elementary Code of Conduct**

### Cell Phones & Personal Digital Devices

### A 'personal digital device' is a student owned device that can be used to communicate or access the internet, such as a cell phone, tablet, smart watch, gaming device, and/or electronic toy. For the purpose of this document, personal digital devices also include earbuds and headphones.

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive.

The use of personal digital devices is restricted during instructional hours to facilitate focused learning and promote online safety. It is expected that personal digital devices are always stored out of sight and on silent or airplane mode (this includes recess and lunch). Students are expected to follow protocols set by their school and/or teacher.

The use of personal digital devices during instructional hours is at the teacher's discretion and direction. Instructional time includes classroom settings, assemblies, guest speakers, field trips and other events organized by school district staff.

The use of personal digital devices outside of instructional hours is not permitted on school grounds, during field trips, or other school activities. No photos, video, or audio recordings will be taken of students or staff without the individual's consent.

The use of personal digital devices may support students with disabilities, diverse abilities, or medical needs as outlined in the student's support plan and Individual Education Plan.

### Middle Code of Conduct

### Cell Phones & Personal Digital Devices

### A 'personal digital device' is a student owned device that can be used to communicate or access the internet, such as a cell phone, tablet, smart watch, gaming device, and/or electronic toy. For the purpose of this document, personal digital devices also include earbuds and headphones.

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive.

The use of personal digital devices is restricted during instructional hours to facilitate focused learning and promote online safety. It is expected that personal digital devices are always stored out of sight and on silent or airplane mode to limit in-class distractions and interruptions. Students are expected to follow protocols set by their school and/or teacher.

The use of personal digital devices during instructional hours is at the teacher's discretion and direction for the purposes of promoting digital literacy. Use during class time is under the supervision of a teacher who may incorporate critical dialogue regarding responsible and appropriate use of devices.

The use of personal digital devices outside of instructional hours is not permitted on school grounds, during field trips, or other school activities. No photos, video, or audio recordings will be taken of students or staff without the individual's consent.

The use of personal digital devices may support students with disabilities, diverse abilities, or medical needs as outlined in the student's support plan and Individual Education Plan.



### **Secondary Code of Conduct**

### Cell Phones & Personal Digital Devices

A 'personal digital device' is a student owned device that can be used to communicate or access the internet, such as a cell phone, tablet, smart watch, gaming device, and/or electronic toy. For the purpose of this document, personal digital devices also include earbuds and headphones.

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive.

The use of personal digital devices is restricted during instructional hours to facilitate focused learning and promote online safety. It is expected that personal digital devices are always stored out of sight and on silent or airplane mode to limit in-class distractions and interruptions. Students are expected to follow protocols set by their school and/or teacher.

The use of personal digital devices during instructional hours is at the teacher's discretion and direction for the purposes of promoting digital literacy. Use during class time is under the supervision of a teacher who may incorporate critical dialogue regarding responsible and appropriate use of devices.

Accommodations such as access to a computer or Chromebook can be made for students without personal digital devices who may need access to the internet to complete schoolwork.

The use of personal digital devices outside of instructional hours is permitted provided the use does not result in a privacy breach, bullying/harassment, or illegal activity. No photos, video or audio recordings will be taken of students or staff without the individual's consent.

The use of personal digital devices may support students with disabilities, diverse abilities, or medical needs as outlined in the student's support plan and Individual Education Plan.

### **Next Steps**

Feedback on the draft Personal Digital Device Student Code of Conduct statements will be received and amendments may be made prior to the finalized statements being submitted to the Ministry of Education and Child Care in July 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.

Board of Education Meeting May 27, 2024

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# **PROVINCE OF BRITISH COLUMBIA**

# ORDER OF THE MINISTER OF EDUCATION AND CHILD CARE

# School Act

# Ministerial Order No. M89

I, Rachna Singh, Minister of Education and Child Care, order that, effective July 1, 2024, the Provincial Standards for Codes of Conduct Order, MO 276/07 is amended as set out in the attached schedule.

Minister of Education and Child Care

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: <u>School Act</u>, R.S.B.C. 1996, c. 412, s. 168 (2) (s.1)

March 21, 2024

Other: MO 276/2007; MO 208/2014; MO 341/2016

page 1 of 2

Date

#### SCHEDULE

# 1 Section 1 of the Provincial Standards for Codes of Conduct Order, is repealed and the following substituted:

1 In this order:

"board" includes a francophone education authority as defined in the School Act;

**"personal digital device"** means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

#### 2 Section 6 is amended by adding the following paragraph:

(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;

#### *3* The following section is added:

- 8 Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:
  - (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
  - (b) use of personal digital devices for instructional purposes and digital literacy;
  - (c) use of personal digital devices that is appropriate to a student's age and developmental stage;
  - (d) accessibility and accommodation needs;
  - (e) medical and health needs;
  - (f) equity to support learning outcomes.



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

# Office of the Superintendent

Deb Whitten – Superintendent

- TO: The Board of Education
- FROM: Deb Whitten, Superintendent of Schools
- RE: 2024-2025 Board of Education & Standing Committee Meeting Dates
- DATE: May 27, 2024

| Education Policy<br>and Directions           | Operations Policy and<br>Planning Committee | Board of Education     |
|--|---|------------------------|
| Monday, Sept. 9, 2024                        | Monday, Sept. 16, 2024                      | Monday, Sept. 23, 2024 |
| Monday, Oct. 7, 2024                         | Monday, Oct. 21, 2024                       | Monday, Oct. 28, 2024  |
| Monday, Nov.4, 2024                          | Monday, Nov. 18, 2024                       | Monday, Nov. 25, 2024  |
| Monday, Dec. 2, 2024<br>(combined with OPPS) | Monday, Dec. 2, 2024<br>(combined with Ed)  | Monday, Dec. 9, 2024   |
| Monday, Jan. 13, 2025                        | Monday, Jan. 20, 2025                       | Monday, Jan. 27, 2025  |
| Monday, Feb. 3, 2025                         | Monday, Feb.10, 2025                        | Monday, Feb. 24, 2025  |
| Monday, Mar. 3, 2025<br>(combined with OPPS) | Monday, Mar. 3, 2025<br>(combined with Ed)  | Monday, Mar. 10, 2025  |
| Monday, Apr.7, 2025                          | Monday, Apr.14, 2025                        | Monday, Apr. 28, 2025  |
| Monday, May 5, 2025                          | Monday, May 12, 2025 Monday, May 26, 202    |                        |
| Monday, June 2, 2025                         | Monday, June 9, 2025                        | Monday, June 16, 2025  |

### **Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2024-2025 Board of Education and Standing Committee meeting dates.





Office of the Associate Superintendent

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

*Tom Aerts – Associate Superintendent* 

To: Board of Education

From: Tom Aerts, Associate Superintendent

Date: May 27<sup>th</sup>, 2024

**RE: Elementary Strings HUB Model** 

### Background

On the 11<sup>th</sup> of April 2024, the Board of Education passed the following motion

#### Elementary Strings HUB Model Motion

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 do not have a Strings program at their own school, will safely travel to the HUB.

The following HUB Model guidelines, travel information, and school grouping have been developed in response to the motion.

### **HUB Model Guidelines**

- HUBs were established based on the following criteria:
  - Proximity of schools within HUB to each other.
  - Projected class size, based on participation in the 2023/24 school year.
- All grade 5 students have the opportunity to participate in elementary strings.
- The HUBs are district-based positions to be staffed by the District Principal of Human Resources.
- To minimize staffing needs and create larger FTE positions, all classes will occur outside the regular bell schedule, as determined by the District Principal of Human Resources.
- Each HUB will offer 2 x 45-minute classes per week all year.
- Each HUB will consist of 1, 2, or 3 schools.



- Single School Hubs, string classes will occur before school.
- Multi School Hubs, string classes will occur after school.
- Strings classes will occur equally between the schools within each HUB, except for HUBs with three schools.
  - In those cases, string classes will occur at the most centrally located school.

### Student travel within HUBs.

- HUBs were designed to minimize travel distance between schools.
- Consideration was given to safe travel routes by minimizing the need to cross major highways and roads as much as possible.
- String classes will occur equally among the schools in the HUB, except for HUBs with three schools.

### **Elementary Strings HUB Model Schools**

| Hub # | School(s)        | # of students 2024 | Distance |
|-------|------------------|--------------------|----------|
|       |                  |                    |          |
| 1     | SJD              | 64                 | n/a      |
|       | Est total 2025   | 64                 |          |
|       |                  |                    |          |
| 2     | Margaret Jenkins | 58                 | n/a      |
|       | Est total 2025   | 58                 |          |
|       |                  |                    |          |
| 3     | Willows          | 45                 | n/a      |
|       | Est total 2025   | 45                 |          |
|       |                  |                    |          |
| 4     | Oaklands         | 48                 | n/a      |
|       | Est total 2025   | 48                 |          |
|       |                  |                    |          |
| 5     | George Jay       | 40                 | n/a      |
|       | Est total 2025   | 40                 |          |
|       |                  |                    |          |
| 6     | Doncaster        | 49                 | n/a      |
|       | Est total 2025   | 49                 |          |
|       |                  |                    |          |
| 7     | James Bay        | 25                 | 1.2 km   |
|       | South Park       | 29                 | 1.2 km   |
|       | Est total 2025   | 54                 |          |
|       |                  |                    |          |

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| Notitininge         20         1.8 km           McKenzie         Unable to fill position         1.8 km           Est total 2025         20 +   | 8  | Northridge     | 20                      | 1.8 km   |
|---|----|----------------|-------------------------|----------|
| Est total 202520 +9Hillcrest321.3 kmTorquay251.3 kmEst total 202557-10Rogers121.4 kmLake Hill221.4 kmEst total 202534-11Quadra321 kmCloverdale251 kmEst total 202557-12Macaulay302.5 kmVic West242.5 kmEst total 202554-13Campus View16Frank Hobbs211.8 kmBraefoot192.2 km14Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer stringsView Royal251.8 kmTillicumdid not offer stringsStrawberry Vale152.5 km   | 0  |                |                         |          |
| 9         Hillcrest         32         1.3 km           Torquay         25         1.3 km           Est total 2025         57           Interval         Interval           10         Rogers         12         1.4 km           Lake Hill         22         1.4 km           Est total 2025         34         Interval           11         Quadra         32         1 km           Cloverdale         25         1 km           Est total 2025         57         Interval           12         Macaulay         30         2.5 km           I2         Macaulay         30         2.5 km           I3         Campus View         16         Interval           I4         Craigflower         did not offer strings         Interval           I4         Craigflower         did not offer strings         Interval           I5         Marigold         30         Interval         Interval           I10         3   |    | -              |                         | 1.0 KIII |
| Torquay         25         1.3 km           Est total 2025         57   |    | EST 10181 2025 | 20+                     |          |
| Est total 2025         57           10         Rogers         12         1.4 km           Lake Hill         22         1.4 km           Est total 2025         34   | 9  | Hillcrest      | 32                      | 1.3 km   |
| Est total 202557Rogers121.4 kmLake Hill221.4 kmEst total 202534Quadra321 kmCloverdale251 kmEst total 202557Macaulay302.5 kmVic West242.5 kmEst total 202554Image: State of the strings1.8 kmBraefoot192.2 kmImage: State of total 202556Image: State of total 202525 total 20Image: State of total 2020Image: State of total 2025 total 20Image: State of total 2020 <td></td> <td>Torquay</td> <td>25</td> <td>1.3 km</td>   |    | Torquay        | 25                      | 1.3 km   |
| Lake Hill         22         1.4 km           Est total 2025         34   |    | Est total 2025 | 57                      |          |
| Lake Hill         22         1.4 km           Est total 2025         34   |    |                |                         |          |
| Est total 20253411Quadra321 kmQuadra321 kmCloverdale251 kmEst total 202557112Macaulay302.5 kmVic West242.5 kmEst total 202554113Campus View16Frank Hobbs211.8 kmBraefoot192.2 km14Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer strings2.5 km15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km   | 10 | Rogers         | 12                      | 1.4 km   |
| InterpretationInterpretationInterpretation11Quadra321 kmCloverdale251 kmEst total 202557Interpretation12Macaulay302.5 kmVic West242.5 kmEst total 202554Interpretation13Campus View16Frank Hobbs211.8 kmBraefoot192.2 kmInterpretationInterpretation14Est total 202556Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer stringsView Royal252.5 km15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km   |    | Lake Hill      | 22                      | 1.4 km   |
| Cloverdale         25         1 km           Est total 2025         57         -           12         Macaulay         30         2.5 km           Vic West         24         2.5 km           Est total 2025         54         -           13         Campus View         16           Frank Hobbs         21         1.8 km           Braefoot         19         2.2 km           14         Craigflower         did not offer strings           View Royal         25         1.8 km           Tillicum         did not offer strings         2.5 km           15         Marigold         30         -           15         Marigold         30         -           Strawberry Vale         15         2.5 km  |    | Est total 2025 | 34                      |          |
| Cloverdale         25         1 km           Est total 2025         57         -           12         Macaulay         30         2.5 km           Vic West         24         2.5 km           Est total 2025         54         -           13         Campus View         16           Frank Hobbs         21         1.8 km           Braefoot         19         2.2 km           14         Craigflower         did not offer strings           View Royal         25         1.8 km           Tillicum         did not offer strings         2.5 km           15         Marigold         30         -           15         Marigold         30         -           Strawberry Vale         15         2.5 km  | 11 | Quadra         | 22                      | 1 km     |
| Est total 202557I2Macaulay302.5 kmVic West242.5 kmEst total 202554Image: constraint of the stress | 11 |                |                         |          |
| 12Macaulay302.5 km12Macaulay302.5 kmVic West242.5 kmEst total 202554  |    |                |                         |          |
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| Est total 20255413Campus View16Frank Hobbs211.8 kmBraefoot192.2 kmImage: Star Star Star Star Star Star Star Star  | 12 | Macaulay       | 30                      | 2.5 km   |
| 13Campus View16Frank Hobbs211.8 kmBraefoot192.2 kmBraefoot192.2 kmEst total 202556Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer strings2.5 kmEst total 202525 +1.8 km15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km   |    | Vic West       | 24                      | 2.5 km   |
| Frank Hobbs211.8 kmBraefoot192.2 kmImage: Braefoot192.2 kmEst total 202556Image: Braefoot14Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer strings2.5 kmEst total 202525 +Image: Braefoot15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km   |    | Est total 2025 | 54                      |          |
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| Braefoot192.2 kmEst total 202556  | 10 |                |                         | 1.8 km   |
| Est total 20255614Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer strings2.5 kmEst total 202525 +1.8 km15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km   |    |                |                         |          |
| 14Craigflowerdid not offer stringsView Royal251.8 kmTillicumdid not offer strings2.5 kmEst total 202525 +1000000000000000000000000000000000000  |    |                |                         | 2.2 1011 |
| View Royal251.8 kmTillicumdid not offer strings2.5 kmEst total 202525 +-15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km  |    | Est total 2025 | 56                      |          |
| Tillicumdid not offer strings2.5 kmEst total 202525 +15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km   | 14 | Craigflower    | did not offer strings   |          |
| Est total 202525 +15Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km  |    | View Royal     | 25                      | 1.8 km   |
| Marigold30Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km  |    | Tillicum       | did not offer strings   | 2.5 km   |
| Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km  |    | Est total 2025 | 25 +                    |          |
| Eagle ViewUnable to fill position2.9 kmStrawberry Vale152.5 km  |    |                |                         |          |
| Strawberry Vale 15 2.5 km   | 15 |                | 30                      |          |
|   |    | Eagle View     | Unable to fill position | 2.9 km   |
| Est total 2025 45 +   |    | -              | 15                      | 2.5 km   |
|   |    | Est total 2025 | 45 +                    |          |

### **Next Steps**

The District Principal of Human Resources will create postings for the 15 HUBs to be included in the summer posting round.





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

# Office of the Secretary-Treasurer

*Katrina Stride – Secretary-Treasurer* 

| TO: | The Board of Education |
|-----|------------------------|
|     | The Beard of Eddedder  |

FROM: Katrina Stride, Secretary-Treasurer

DATE: May 27, 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 April 29, 2024.

#### Activities

- Visit with Ministry of Education, Republic of Korea
- Meetings with community partners
- Meetings with legal counsel
- > Meeting with Victoria Principals and Vice Principals Association
- 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
- Bi-weekly Information Technology for Learning meeting
- Monthly Standing Committee and Board meetings
- > Monthly meetings with Board Chair, Vice Chair and Superintendent
- Monthly Administrators' meeting
- > Monthly meeting with Representative Advisory Council of Students
- > Monthly Cedar Hill construction project meeting with Facilities and School Principal
- Quarterly Audit Sub-Committee meeting
- Professional Development:
  - Examining Racism and Colonial Violence in the Helping Professions

#### Recommended motion

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



One Learning Committen Hugation Meeting May 27, 2024



### Present:

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

### **Regrets:**

Trustees Angela Carmichael, Natalie Baillaut, Emily Mahbobi, 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:

• Nil



#### Present:

Trustees, Nicole Duncan, Derek Gagnon, Karin Kwan, Emily Mahbobi, Rob Paynter

### **Regrets:**

Trustees Angela Carmichael, Natalie Baillaut, Mavis David, Diane McNally

### Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Mike Knudson, Director of Human Resource Services, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Administration
- Personnel
- Legal

General decisions made by the Board:

Administration



### Present:

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

### **Regrets:**

Trustees Angela Carmichael, Derek Gagnon, Emily Mahbobi, Diane McNally

### Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Donna Thompson, Mount Douglas Secondary Principal, Ted Meldrum, Challenge Program Coordinator at Mount Douglas Secondary

### Guests:

Two Appellants

The Board of Education discussed the following matters:

- Appeal
- Personnel

General decisions made by the Board:

Personnel



### Present:

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

### **Regrets:**

Trustees Angela Carmichael, Derek Gagnon, Emily Mahbobi, 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 Deliberation
- Personnel

General decisions made by the Board:

- Appeal Deliberation
- Personnel