



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

Regular Board Meeting

AGENDA

Broadcasted via YouTube

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

Monday, June 17, 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 June 17, 2024 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the May 27, 2024 Regular Board Minutes

Recommended Motion:
That the May 27, 2024 Regular Board minutes be approved.

A.4. Business Arising from the Minutes

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

a. Junior Youth Empowerment Program, Pegah Seisan

B. CORRESPONDENCE

B.1. June 6, 2024, Greater Victoria Teachers' Association to the Board of Education, Climate Action Plan

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report

C.2. Ad Hoc Committees Annual Review

- a. Advocacy Ad Hoc Committee – Trustee Baillaut
French Ad Hoc Committee – Trustee Baillaut
- b. Equity Ad Hoc Committee – Trustee Mahbobi
- c. George Jay School Naming Ad Hoc Committee – Trustee Paynter

C.3. Trustees' Reports (2 minutes per verbal presentation)

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. Draft minutes from the June 3, 2024 meeting – information only

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the June 10, 2024 meeting – information only
- b. Recommended motions from the June 10, 2024 meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the five amendments to the draft Climate Action Plan Implementation Ad Hoc Committee Terms of Reference.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2025-2026, as provided on the Five-Year Capital Plan Summary for 2025-2026 submitted to the Ministry of Education and Child Care.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Minor Capital Programs) for 2025-2026, as provided on the Five-Year Capital Plan Summary for 2025-2026 submitted to the Ministry of Education and Child Care.

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. 2025-2026 / 2026-2027 School Calendar

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approves the following 2025/2026 and 2026/2027 school calendars.

2025/2026 School Calendar*

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

2026/2027 School Calendar*

School Opening	September 8, 2026
First non-instructional day	September 21, 2026
National Day for Truth and Reconciliation	September 30, 2026
Thanksgiving	October 12, 2026
Second non-instructional day (Province wide)	October 23, 2026
Remembrance Day	November 11, 2026
Third non-instructional day	November 27, 2026
Schools close for Winter vacation	December 18, 2026
Schools re-open after Winter vacation	January 4, 2027
Fourth non-instructional day	February 12, 2027
Family Day	February 15, 2027
Schools close for Spring vacation	March 12, 2027
Schools re-open after Spring vacation	March 31, 2027
Good Friday	March 26, 2027

Easter Monday	March 29, 2027
Fifth non-instructional day	May 21, 2027
Victoria Day	May 24, 2027
Administrative Day and School Closing	June 25, 2027
• Sixth non-instructional day to be chosen by each school	

c. Climate Action Plan Implementation Ad Hoc Committee Terms of Reference

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Climate Action Plan Implementation Ad Hoc Committee Terms of Reference.

d. Personal Digital Device Restriction in Schools – Code of Conduct

e. *Public Interest Disclosure Act*: Annual Report for the Greater Victoria School District (SD61) Fiscal Year 2024

f. Elementary Strings Hub Model Update

g. Trustee Questions

E.2. Secretary-Treasurer's Report

a. Monthly Report

Recommended Motion:

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

b. 2023 Climate Change Accountability Report

c. 2024-2025 Annual Budget – Student Device Ratios

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of Special In-Camera Board of Education Meeting – May 13, 2024

G.2. Record of In-Camera Board of Education Meeting – May 27, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to implement a District hiring freeze for all exempt and excluded staff (excluding school-based staff) for the 2024-25 financial year (1 July 2024 to 30 June 2025); AND FURTHER bring any urgent hiring requests to the Board of Education for consideration.

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, May 27, 2024, 7:30 p.m.

Trustees Present: Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Mavis David, Emily Mahbobi, 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, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Sarah Winkler, VPVPA

Partners: Darren Reed, CUPE 382, Winona Waldron, GVTA

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 David
Seconded by Trustee Kwan

That the May 27, 2024 agenda be approved.

Amendment

Moved by Trustee Duncan
Seconded by Trustee Mahbobi

Add a motion at C.1.b.

That the Board of Education of School District No.61 (Greater Victoria) direct the Board Chair to write to the Victoria Police Board to make a formal request for the following information:

- any and all data pertaining to gang recruitment or other criminal activity involving youth, between 2015 to date;
- any and all data pertaining to police call outs to each SD61 school (broken down by each school) within the Victoria Police Department's jurisdiction between 2015 to date;
- a copy of any and all Victoria Police policies and procedures related to vulnerable populations (including Youth).

Motion Carried Unanimously

Moved by Trustee David

Seconded by Trustee Kwan

That the May 27, 2024 agenda be approved, as amended.

Motion Carried Unanimously

A.3. Approval of the Minutes

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

Moved by Trustee Mahbobi

Seconded by Trustee Baillaut

That the April 29, 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 (5 minutes per presentation)

- a. Annie Shum spoke to Trustees about preserving music classrooms.

Trustees thanked Annie Shum for the presentation.

- b. Lisa Gunderson, Community Advocating for Students and Safety (CASS), spoke to Trustees about data regarding black youth and School Police Liaison Officers.

Trustees thanked Lisa Gunderson for the presentation.

- c. Bart Van Tine spoke to Trustees about honouring the Canadian Flag.

Trustees thanked Bart Van Tine for the presentation.

B. CORRESPONDENCE

None.

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
Chair Duncan provided the report for information.
- b. Chair Duncan recommended a motion for Board consideration.

Moved by Trustee Duncan
Seconded by Trustee Paynter

That the Board of Education of School District No.61 (Greater Victoria) direct the Board Chair to write to the Victoria Police Board to make a formal request for the following information:

- any and all data pertaining to gang recruitment or other criminal activity involving youth, between 2015 to date;
- any and all data pertaining to police call outs to each SD61 school (broken down by each school) within the Victoria Police Department's jurisdiction between 2015 to date;
- a copy of any and all Victoria Police policies and procedures related to vulnerable populations (including Youth).

Motion Carried Unanimously

- c. Ad-Hoc Committee Annual Review
Chair Duncan provided a verbal report for information.
- d. District Annual Work Plan June 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 May 6, 2024 meeting – information only
- b. Recommended motion from the May 13, 2024 meeting:

Moved by Trustee Mahbobi

Seconded by Trustee David

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

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

Moved by Trustee Kwan

Seconded by Trustee Baillaut

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

March 2024 Quarterly Financial Report

Moved by Trustee Mahbobi

Seconded 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

Solar Panels

Moved by Trustee Mahbobi

Seconded by Trustee David

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

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report

Superintendent Whitten provided the report for information.

Moved by Trustee Baillaut

Seconded by Trustee David

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

Motion Carried Unanimously

b. Personal Digital Device Restriction in Schools

Superintendent Whitten provided a memo on Personal Digital Device Restriction in Schools. 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.

Trustees had questions of clarification.

c. 2024-2025 Board of Education and Standing Committee Meeting Dates

Superintendent Whitten provided the 2024-2025 Board of Education and Standing Committee Meeting Dates for approval.

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

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

Motion Carried Unanimously

d. Elementary Strings Hub Model – Associate Superintendent Aerts

Associate Superintendent Aerts provided the Elementary Strings Hub model.

Trustees and partners had questions of clarification.

e. Trustee Questions

Trustees asked Superintendent Whitten to advise what work Senior Leadership has done to ensure proper supports are in place since the removal of the School Police Liaison Officer program.

Superintendent Whitten replied that Senior Leadership engages in ongoing conversations with school administrators about what they are noticing in schools and the supports they require. She explained that the needs within schools are complex, constantly evolving, and differ by school level. Superintendent Whitten advised that Senior Leadership leans into the professionals on both district and school-based teams to support students in schools.

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 Mahbobi

Seconded by Trustee Kwan

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

Motion Carried Unanimously

F. QUESTION PERIOD

Q1: Can you clarify #9 on the SPLO FAQ on the SD61 website. There are incomplete sentences and details need to be clarified. Can Police volunteer to assist in crossing guard duties, drop off food donations, deliver education pieces to students, pop in to say hi?

A1: Chair Duncan stated the website will be reviewed for discrepancies and confirmed that Police are welcome to volunteer in the same as any other person who wishes to volunteer.

Q2: After all the pleas and letters from members of the community why do you still refuse to consider a way to improve the SPLO program instead of removing it entirely?

A2: Chair Duncan stated that they reviewed the program over a two and a half-year period and the Board decided to end the program last year. The Board has since done its best to clarify the basis of its decision. The Board wants to make it clear that all of the District's safety protocols remain in effect. The Board continues to meet with Police partners to look at communication protocols. Police will continue to be utilized in appropriate ways when there is a policing matter that arises. There are assumptions about the nature and volume of feedback that the Board has received. There are differing perspectives.

Q3: Can a safe space/outpost be allocated, specific days and times for an officer to be available for students and parents to address their issues?

A3: Chair Duncan stated that is something that could be considered. If a student or a parent wants to interact with the police around a certain matter, there is nothing preventing them from reaching out. We do have police who interact with students and parents at their request.

Q4: Can Administrators and Trustees in SD61 seek counselling if they feel unsafe with police presence? Psychologist and counsellors would never advise anyone to stay away from police officers because they feel uncomfortable and unsafe in their presence.

A4: Chair Duncan stated the Board is trying to create a safe space and have services delivered by appropriately trained, certified and regulated professionals. That does not preclude and certainly has not in the last year precluded the Board from reaching out to the police to ask for support when it is a policing matter. What the Board's decision does mean is that we would not be using police to be involved in behavioral reprimand and discipline of students. We would not want to see police be involved in a quasi-counselling function. We want to be noticeably clear that if a matter comes up and it is a policing matter we would continue to liaise, and we will continue to consult with police. Nobody is suggesting and nor has the Board suggested that anyone in the community should be afraid of police. We want to ensure that policing services are provided when it is a policing matter. When it is an educational matter and requires the support of a trained, certified, and regulated professional that we would lean into those types of supports.

Q5: Will this Board edit or remove item #11 from the SPLO FAQ on the website? It is not factual and is misleading the public. In the absence of historical data from police it is not possible to determine whether reports of gang recruitment and criminal activities represent a change in activity.

A5: Chair Duncan stated that we will have to agree to disagree concerning historical data. The Board has made a formal request for data and hopefully will get a better understanding of the nature of the concerns. The Board will have more of a perspective on what if any changes have occurred.

Q6: Why is it that now when families are trying to engage with you directly to explain their lived experience of the past year you refuse to engage with them?

A6: Chair Duncan stated that was an assumption and she does not see the Board as refusing to engage. There are appropriate channels to engage, we have tried to refer folks to professionals that can assist and support them. We have also connected directly with individuals who have expressed an interest and a concern. The Board has issued numerous statements and provided a FAQ on the district website. We would encourage anyone who is having issues or is unclear how to access supports and resources to reach out to their school principals or to reach out to counselling support in schools. If you are having trouble, there are appropriate resources available to utilize. If there is a situation that requires police, they will be called.

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

None.

H.2. Notice of Motions

None.

I. ADJOURNMENT

The meeting adjourned at 9:23 p.m.

Moved by Trustee Mahbobi

Seconded by Trustee Kwan

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

COMMUNITY **EMPOWERMENT** CENTRE

Educational programs for **empowering**
young people to engage in **service** to their
community.



JUNIOR
YOUTH
EMPOWERMENT
PROGRAM

victoria@junior youth.ca
#102-306 Burnside Rd W
<https://tillicum.junioryouth.ca/>

AIMS OF THE PROGRAM

Engage junior youth aged 11-14:

1

to enhance the
powers of
expression

2

to nurture the
capacity to
make good
decisions

3

to become
active agents of
change in the
community



The Period of Adolescence

“While global trends project an image of this age group as problematic, lost in the throes of tumultuous physical and emotional change, unresponsive and self-consumed, the Junior Youth Program – in the language it employs and the approaches it adopts – is moving decidedly in the opposite direction, seeing in junior youth instead altruism, an acute sense of justice, eagerness to learn about the universe, and a desire to contribute to the construction of a better world.”



ELEMENTS OF THE PROGRAM

What do junior youth do each week?

- Through the study of texts they explore various themes such as hope, excellence, justice, and perseverance.
- With the help of a youth mentor they are supported to ask questions unique to their period of life.
- Take part in team-building and cooperative activities that foster unity and friendships within the group.
- Take part in opportunities to participate in artistic activities and learn to express ideas through creative means.
- Plan and carry out service projects for their community.

The Animator



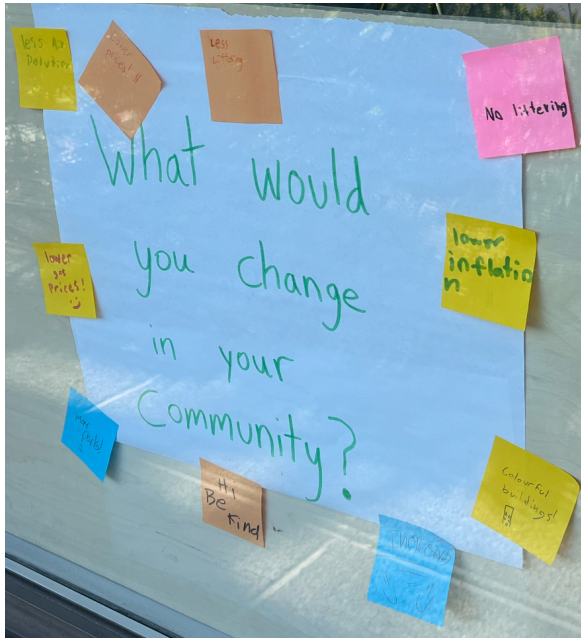
The animator is typically an older youth in high school or university who is a true friend to the junior youth and can assist them in channeling their energy and capacities in meaningful ways. This mentorship aids the transition from middle school and highschool.

Service Projects

Junior youth have a natural desire to contribute to the well-being of their communities. Their participation in the program assists them to develop the attitudes and capabilities needed to serve their communities in a meaningful way. Through a process of consultation with the animator of their group, the junior youth can identify service projects of benefit to their neighbourhoods, and through experience, their commitment and capacity for service increase.



Previous Service Projects



Community Gatherings

Statement written by Grade 6 and 7 participants:

Community gatherings to build connections and avoid isolation. The purpose of this service project is to promote unity in our community. We recognize that sometimes people have prejudices towards one another, and don't treat each other with kindness. We want to build a community where there is unity, where we put aside our differences and come together to support one another. We acknowledge that education plays a big part in putting aside prejudices and promoting unity. Our service project is one step that we're taking as junior youth in the community to show our care, respect, love and appreciation for the people who have been treated unkindly, and to help each other recognize that without unity there is no community.

Other recent examples of service projects the junior youth planned:

- Children's festivals
- Garbage clean ups
- Mental health awareness project
- Bake sale fundraisers for SPCA
- Care packages for the unhoused and others in need
- Food bank collection and donations



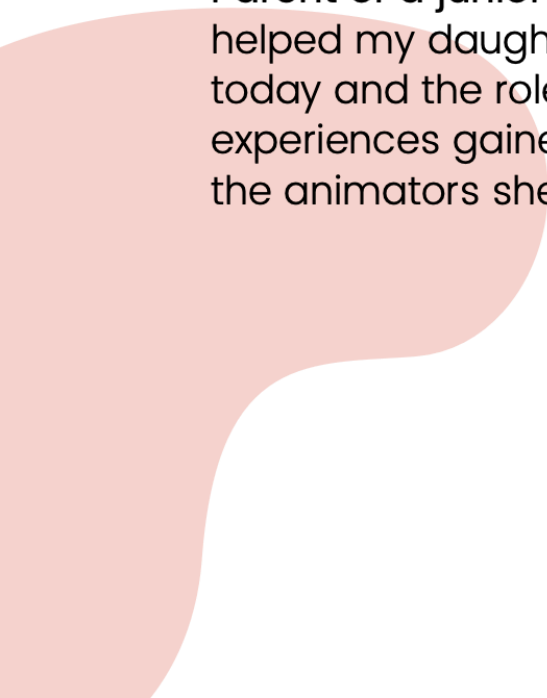
Testimonials from Teachers and Parents:



Grade 6/7 teacher: “There were a few students in my classroom that I tried to engage in many creative ways, and nothing was really working—then they participated in this program, and I have never seen them so excited to be a part of something.”

Grade 6/7 teacher: “We need more programs like this. The students love having the opportunity to make a difference.”

School counsellor: “This program can really benefit the students. I have personally seen how it has helped some of them become more confident in their own capacities.”

Parent of a junior youth: “The junior youth program has helped my daughter so much. The way she sees the world today and the role she plays in it is in large part due to the experiences gained from being a part of the program and the animators she looks up to.”

Visual art created by the junior youth around Victoria representing themselves



Activity showing the steps needed to reach a goal



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Letter to SD61 School Board via email: Climate Plan

June 6, 2024

Dear Trustees,

We are writing to provide feedback on the District's Climate Action Plan passed by the Board this fall. We request that this letter be shared in full at the next board meeting.

We cannot stress enough how urgent it is to respond to the climate crisis. It will require real commitment and resources. In 2019, when teachers, parents, and students urged the Board to declare a climate emergency, we understood that we were likely to have ten years to halve emissions before reaching the 1.5-degree warming that is a dangerous threshold to cross. Four years later, we can look at September 2023, when the average world temperature reached 1.75 degrees above the pre-industrial average and November 17th when the world temperature reached over 2 degrees above. Many scientists now believe we will reach a sustained 1.5-degree increase in the next five years. Meanwhile, emissions from the school district reached a nadir in 2016 and have been higher ever since on an upward trend. Relative to the baseline of 6096 tCO₂e in 2010, emissions last year were 5642 tCO₂e, a reduction of 7.4% over 12 years. If we are to halve the district's emissions by 2030, we will need to see a much more significant CO₂ reduction over the next five years. The climate plan the board has presented will not get us there.

To be frank, what is presented as a "Climate Plan" is not a climate plan. It has no targets for emissions reductions, no pathways for reaching those reductions, and no systems-focused actions that add up to meet targets. We do not believe the document meets the requirements of the original motion from 2019 to produce a plan that will meet the United Nation's Intergovernmental Panel on Climate Change (IPCC) greenhouse gas emission reduction targets.

The light-switch stickers program, highlighted in pillar one of the CAP, demonstrates the shortcomings of the CAP overall; it misinforms, misses the point, and does little to reduce the district's greenhouse gas (GHG) emissions. The CAP highlights the light-switch stickers in the "Learning, Engagement, and Leadership" section but the light-switch templates did not come with resources for teaching about sustainability or



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climate change rendering it more an exercise in drawing and colouring than climate education or leadership. If the district had prepared a resource package they may have been reminded that electricity from lights does not produce significant GHG emissions. The CAP profiles the sticker program as an accomplishment toward more sustainable schools and more climate-educated and empowered staff and students. Telling students and teachers that by designing these stickers they have taken “climate action” misinforms them about the real causes of the climate crisis. The sticker campaign, particularly if the district expands and repeats it annually, will take us further from the CAP’s goals because:

- It produces waste, which the CAP under pillar three claims to aim to reduce
- There is no plan for measuring the efficacy before committing to expanding it
- The program focuses on individual actions of staff and students and ignores the role of systems, in this case installing automated lighting systems in schools.

The ways the light-switch stickers program falls short of being an actual climate action echoes throughout the CAP.

The CAP focuses primarily on environmental concerns unrelated to climate mitigation or adaptation, such as waste management, reduction in electricity use, and landscaping. Only sections four and five deal with GHG emissions. While there is merit in considering other environmentally sustainable practices for the District, responding to the climate crisis will require significant decarbonisation, which will require investment in low-carbon infrastructure and buildings. Buildings are by far the District’s largest source of GHG emissions. This is one area in which we believe the District should focus its climate crisis response efforts: on significant investment in low-carbon buildings with concrete timelines attached to specific, quantified GHG emission reductions. Unfortunately, where the CAP addresses that the District should electrify heating systems, they undercut the statement with the phrase “when feasible”.

As it currently exists, the plan excludes any mechanism for ongoing monitoring and assessment. What measurable goals is the District targeting? When will they be met and how often will check-ins occur to determine if the plan is on track? Without such goals, timelines, and checks in place, there is no way to measure the success of the plan or to change it when required. The CAP includes no mechanism for the continued involvement of community stakeholders in its execution and evolution. This is especially frustrating after the lack of such input when developing the plan itself. Meetings of the committee tasked with creating the CAP ended late last winter with no further input from community groups and stakeholders before the release of the finalized draft on September 25, 2023.



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Another area lacking from the plan is any assessment of climate risks or any plans for responding to climate-related emergencies. As global temperatures increase, we are seeing extreme weather events become more and more common. These events include increased temperature, flooding, wildfire smoke, and associated infrastructure breakdowns such as in transportation or power. Amid the increasing frequency and reality of such occurrences, how will the district adapt to them? For example, many classrooms are already very hot in May and June, with no way to effectively cool them. As temperatures continue to increase this becomes a safety concern, amongst many, that the District must address in any meaningful attempt at a Climate Action Plan.

The messages in the CAP are detrimental to the possibility of taking meaningful action and the health and safety of staff and students. Overall, this document obfuscates the scale and delay of GHG emission reductions. For example, the twenty-five tonnes of carbon saved via the electrification of four fleet vehicles is only 25/5642 tCO₂e, or 0.4% of the district's emissions. The CAP does not account for the transportation of staff and students to/from school and work sites, which is probably the second largest source of emissions. The CAP's focus is on "behavioural change" which blames students and staff and avoids looking at systemic changes. Finally, the plan leaves us doubting that action will be taken because the plans are vague and contingent.

We were surprised to realize that more information is contained in the Climate Change Accountability Report (CCAR), which is not referenced in the Climate Action Plan. However, the CCAR also indicates that the District has yet to take significant emissions reductions seriously and prefers to obfuscate the issues. The CCAR includes problematic use of a "trend" line, that is misrepresented to hide the actual trend, an increase in emissions each year since 2019. The CCAR attempts to explain away higher emissions by pointing to external factors, such as COVID-19 and class size policies. With or without such external factors, the reality is that our district's GHG emissions are going in the wrong direction. We can expect external factors like this to continue occurring, particularly given the reality of the climate crisis. A plan that does not account for such factors is a poor plan. The final way the CCAR obscures the District's responsibility to reduce GHG emissions is by focusing on "behaviour change". The report lists several programs that focus on keeping doors and windows closed to reduce heating demand without acknowledging that staff and students will leave windows closed when there are adequate ventilation systems in our schools. Suggesting that staff and students change their "behaviours" without creating suitable conditions to do so will only lead to failure. Heating schools is a significant concern but despite an acknowledgement that heating systems have fifty-year life spans, the document indicates the district is still



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planning to install natural gas (fossil fuel) boilers. Behaviours with significant carbon impact, such as flights for administration and staff, are not even mentioned, even though the district spent \$26,340.07 on Air Canada and \$29,862.22 on WestJet flights last year. An honest and practical accounting of behavioural changes would begin with an audit of carbon-emitting behaviours including transportation to and from school sites as well as realistic plans for more sustainable transportation.

There is no reason to pretend we are addressing a problem when in fact we are continuing with business as usual. Pretending to solve it does more damage. Instead, we need a real systems-focused plan including measurable goals, timelines, accountability processes, and its own budget, along with a robust advocacy plan to convince the provincial government to adequately fund decarbonizing our school system.

We request that you respond to our letter.

Sincerely,

Chris McQuaid

GVTA Climate Justice Committee

Tara Ehrcke, Sean Goode, Nellie Lamb, Chris McQuaid

Board of Education

Chair: Nicole Duncan Vice-Chair: Karin Kwan

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

TO: Board of Education
FROM: Trustee Duncan
RE: Chair's Report
DATE: June 17, 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. Graduation Celebrations
5. Police Board meeting
6. VCPAC AGM
7. Correspondence on behalf of the Board of Education
8. BCSTA Board Chair's Call

Acknowledgements:

- On June 21, 2024, for National Indigenous Peoples Day, we recognize and celebrate the history, heritage, resilience and diversity of First Nations, Inuit and Métis across Canada. Numerous activities are organized across Canada, providing all Canadians the opportunity to share in the richness and diversity of First Nations, Inuit and Métis cultures and stories.

Information & Resources:

- The British Columbia Civil Liberties Association has made available a number of publications to educate and empower youth about their rights. These free resources entitled "Know Your Rights: Police Interactions at School", "Pocket Guide to Your Rights", "Digital Privacy Rights For Youth", and "Complaints against Police and other Peace Officers" can be accessed and downloaded on the BC Civil Liberties website and via the following links.

<https://bccla.org/resource/student-rights-police-interactions-at-school/>

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

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<https://bccla.org/resource/police-in-schools-pocketbook/>
<https://bccla.org/campaign/digital-privacy-rights-for-youth/>
<https://bccla.org/resource/complaints-against-police-and-other-peace-officers/>

Reminders:

- This month please have a look through each Trustees' report pertaining to their work on Ad Hoc Committees during the year.
- 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.

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TO: The Board of Education

FROM: Trustee Baillaut, Advocacy Ad Hoc Committee

RE: Annual Trustee Report

DATE: Thursday, June 13, 2024

The purpose of the memo is to provide an update regarding the Advocacy Ad Hoc Committee's work during the 2023-24 school year.

Background

The Advocacy Ad Hoc Committee did not meet during the 2023-24 school- year.

TO: The Board of Education

FROM: Trustee Baillaut, French Advisory Committee

RE: Annual Trustee Report

DATE: Thursday, June 13, 2024

The purpose of the memo is to provide an update regarding the French Advisory Committee's work during the 2023-24 school year.

Background

The French Advisory Committee met twice during the 2023-24 school- year:

November 27, 2023

April 22, 2024

The mandate for the French Advisory Committee (The Committee) is to provide advice on French Immersion Learning Resources, Core French Learning Resources, Teacher Professional Development, and Cultural Activities within the District.

The goals for French language in the district, as set out by the committee in previous years, are:

- To support the development of student's oral comprehension, production, and interaction skills.
- To support the development of a positive linguistic identity for French language learners and teachers.

Update

In November of 2023 the committee received reports on the 'L'accueil chaleureux' a program to support new career teachers. There was a desire within the committee to have an increased social media presence for the french immersion program. The committee also discussed the current initiatives of the french program, the cost of those initiatives, and the federal grants received this year.

In April of 2024, the committee reviewed the current initiatives and budget. The topic of student attrition and retention was discussed at length and surveys of students' reasons for staying or leaving the program were shared with the committee. The committee did not make recommendations to the School Board of District 61 over the course of this school year.

The French Advisory Committee has not yet set the next meeting date.

Board of Education

Chair: Nicole Duncan Vice-Chair: Karin Kwan

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

TO: Board of Education
FROM: Trustee MAHBOBI
RE: Trustee Annual Ad Hoc Committee Report
DATE: 22 May 2024

Ad Hoc Committee Activities on behalf of the Board during the school year:

1. Equity Ad Hoc Committee met on Thursday May 2 to review TOR; decided to make changes and increase meeting frequency to 7 times per year. Next meeting will be at the beginning of the 2024/2025 school year.

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

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Board of Education

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 Paynter
RE: Trustee Annual Ad Hoc Committee Report: George Jay Renaming Committee
DATE: 17 June 2024

Ad Hoc Committee Activities on behalf of the Board during the school year:

1. The George Jay Renaming Committee met once during the year on October 3, 2023.
2. Uncertainty was expressed regarding next steps.
3. Further meetings have not been scheduled.

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

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The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, June 3, 2024, 7:00 p.m.

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

Operations Policy and Planning members: Karin Kwan

Trustee Regrets: Angela Carmichael, Derek Gagnon, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities, Tina Pierik, VPVPA

Partners: Jane Massy, CUPE 947, 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 David

That the June 3, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Education Policy and Directions Committee Meeting June 3, 2024

1

Moved by Trustee David

That the May 6, 2024 Education Policy and Directions Committee meeting minutes be approved.

Amendment

Move by Trustee Duncan

C.3 The last sentence in the paragraph should replace 2023-22024 with 2024-2025.

Motion Carried Unanimously

That the May 6, 2024 Education Policy and Directions Committee meeting minutes be approved, as amended.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. NEW BUSINESS

C.1. Superintendent Whitten presented the Enhancing Student Learning Report Summary (ESLR).

Trustees and Partners had questions of clarification.

C.2. Superintendent Whitten presented the Elementary Strings and Middle School Music Equity Ad Hoc Committee Draft Terms of Reference (TOR).

Trustees and Partners had questions of clarification and suggestions for revisions to the Draft TOR.

C.3. Associate Superintendent Aerts presented Draft Regulation 6163.1, *Learning Resources*.

Trustees and Partners had questions of clarification and suggestions for revisions to Draft Regulation 6163.1, *Learning Resources*.

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 8:09 p.m.



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

Operations Policy and Planning Committee

MEETING MINUTES

Monday, June 10, 2024, 7:00 p.m.

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

Education Policy and Directions Committee member: Emily Mahbobi

Trustee Regrets: Angela Carmichael

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Sarah Winkler, VPVPA

Partners: Jane Massy, CUPE 947, Cindy Romphf, GVTA, Nyssa Temmel, VCPAC, Darren Reed, CUPE 382

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Kwan

That the June 10, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Kwan

That the May 13, 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

- B.1.** Naema, Fenn, Keemia, and Nuvra (prior and current SD61 students), along with Liza McGuinness, presented on Evidence-Based Substance Use Education.

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

- B.2.** Lori Poppe and Dr. Andrew Weaver from Community Advocating for Students and Safety (CASS) presented on Looking Forward – Students and Safety.

Trustees provided thanks for the presentation.

C. SUPERINTENDENT'S REPORT

- C.1.** Superintendent Whitten presented the draft Climate Action Plan Implementation Ad Hoc Committee Terms of Reference.

Trustees provided feedback and suggested amendments to the draft terms of reference.

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) approve the five amendments to the draft Climate Action Plan Implementation Ad Hoc Committee Terms of Reference.

Motion Carried Unanimously

D. PERSONNEL ITEMS

None.

E. FINANCE AND LEGAL AFFAIRS

E.1. Monthly Financial Report: May 2024

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

E.2. Budget Change Report: May 2024

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

E.3. 2025-2026 Annual Five Year Capital Plan

Secretary-Treasurer Stride provided an update on the 2025-2026 Annual Five Year Capital Plan submission. It was explained that a request for Food Infrastructure Program (FIP) funding had been added to the plan since it was first presented at the Operations Policy and Planning Committee meeting in May 2024. Trustees had questions of clarification.

a. Major Capital Programs

Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2025-2026, as provided on the Five-Year Capital Plan Summary for 2025-2026, for submission to the Ministry of Education and Child Care.

Motion Carried Unanimously

b. Minor Capital Programs

Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Minor Capital Programs) for 2025-2026, as provided on the Five-Year Capital Plan Summary for 2025-2026, for submission to the Ministry of Education and Child Care.

Motion Carried Unanimously

F. FACILITIES PLANNING

F.1. Willows Elementary Child Care Addition

Secretary-Treasurer Stride provided the memo for information.

Trustees and Partners had questions of clarification.

F.2. Operations Update: June 2024

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

Trustees had questions of clarification.

F.3. Cedar Hill Middle School Seismic Project Update

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

Trustees had questions of clarification.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

H. NEW BUSINESS

None.

I. NOTICE OF MOTION

None.

J. GENERAL ANNOUNCEMENTS

None.

K. ADJOURNMENT

Moved by Trustee Kwan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:41 p.m.

TO: Operations Policy & Planning Committee

FROM: Deb Whitten, Superintendent of Schools

RE: Climate Action Plan Implementation Ad Hoc Committee Draft Terms of Reference

DATE: June 10, 2024

The Greater Victoria School District has a long-standing commitment to the environment. In 2008, the Board of Education adopted Policy 4216.22 ENERGY, ENVIRONMENT, AND CLIMATE CHANGE. The Greater Victoria School District Board of Education made its climate emergency declaration on June 24, 2019, and established the Ad Hoc Climate Action Committee in 2022. The Climate Ad Hoc Committee drafted the Climate Action Plan (CAP) 2022-2027 which was approved by the Greater Victoria School District Board of Education on September 25, 2023.

On April 29, 2024 the Board of Education of School District No. 61 (Greater Victoria) directed 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. The initial draft of the Climate Action Plan Ad Hoc Committee's Terms of Reference was presented at the May 13, 2024 Operations Policy and Planning Committee meeting.

Attached to this memo is the proposed revised draft Terms of Reference for the Climate Action Plan Implementation Ad Hoc 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.

Climate Action Plan Implementation Ad Hoc Board Committee Terms of Reference

Purpose:

The Climate Action Plan Implementation Ad Hoc Board Committee is an ad hoc committee established by the Board for the purpose of reviewing the implementation of the District's Climate Action Plan (CAP) 2022-2027, reviewing the initiatives, measurements and progress regarding the commitments and obligations established in the Climate Change Accountability Report and the Carbon Neutral Action Report.

Deliverables:

To make recommendations to the Board regarding the implementation, measurements and commitments of the Greater Victoria School District's climate action initiatives including:

- Climate Change Accountability Report
- Carbon Neutral Action Report
- Climate Action Plan (2022-2027):
 - Education, Engagement, and Leadership
 - Lands and Water Stewardship
 - Waste Reduction
 - Energy Management
 - Sustainable Transportation

Membership:

- Two trustees
- Superintendent or designate
- One Energy Manager
- One staff member from the Facilities Department
- Two VPVPA members
- Two representatives from the Greater Victoria Teachers' Association
- One representative from the Canadian Union of Public Employees Local 382
- One representative from the Canadian Union of Public Employees Local 947
- One representative from the Victoria Confederation of Parent Advisory Councils
- One representative of Indigenous ancestry, selected from the Indigenous Education Department and/or the Indigenous Education Advisory Council (IEAC)
- Two student representatives or feedback from the Student Representative Advisory

Timeline:

- The Committee shall review the Climate Action Plan and report its' findings and recommendations at the Regular Board of Education meeting in October each year.

Voting:

- It is expected that the committee will use a consensus model for decision making. When this is not possible, all recommendations will be provided to the Board of Education

Procedural Note:

- The Committee will be able to seek information from district staff and outside sources as determined by the Committee.
- The Committee meeting agendas, minutes, times and location will be posted on the District website.
- There is a budget of \$5000 to support the Ad Hoc Committee's work.

Date adopted:

DRAFT

Climate Action Plan Implementation Ad Hoc Board Committee Terms of Reference

Purpose:

The Climate Action Plan Implementation Ad Hoc Board Committee is an ad hoc committee established by the Board for the purpose of reviewing the implementation of the District's Climate Action Plan (CAP) 2022-2027, reviewing the initiatives, measurements and progress made towards meeting our GHG emission reduction targets as required by the Climate Accountability Act and reported ~~the commitments and obligations established in the Climate Change Accountability Report~~ and the Carbon Neutral Action Report each year.

Deliverables:

To complete an annual review and report its' findings and ~~To make~~ recommendations to the Board regarding the implementation, measurements and commitments of the Greater Victoria School District's climate action initiatives including:

- District Long Range Facilities Plan
- Climate Change Accountability Report
- ~~Carbon Neutral Action Report~~
- Climate Action Plan (2022-2027):
 - Education, Engagement, and Leadership
 - Lands and Water Stewardship
 - Waste Reduction
 - Energy Management
 - Sustainable Transportation

Membership:

- Two trustees
- Superintendent or designate
- One Energy Manager
- One staff member from the Facilities Department
- Two VPVPA members
- Two representatives from the Greater Victoria Teachers' Association
- One representative from the Canadian Union of Public Employees Local 382
- One representative from the Canadian Union of Public Employees Local 947
- One representative from the Victoria Confederation of Parent Advisory Councils
- One representative of Indigenous ancestry, selected from the Indigenous Education Department and/or the Indigenous Education Advisory Council (IEAC)
- Two student representatives ~~or~~ and feedback from the Student Representative Advisory

Timeline:

- The Committee shall review the Climate Action Plan and report its' findings and recommendations at the Regular Board of Education meeting in October each year.
- The Committee will meet at least quarterly and as required in order to complete its' work.

Voting:

- It is expected that the committee will use a consensus model for decision making. When this is not possible, all recommendations will be provided to the Board of Education

Procedural Note:

- The Committee will be able to seek information from district staff and outside sources as determined by the Committee.
- The Committee meeting agendas, minutes, times and location will be posted on the District website.
- There is a budget of \$5000 to support the Ad Hoc Committee's work.

Date adopted:

DRAFT

Climate Action Plan Implementation Ad Hoc Board Committee Terms of Reference

Purpose:

The Climate Action Plan Implementation Ad Hoc Board Committee is an ad hoc committee established by the Board for the purpose of reviewing the implementation of the District's Climate Action Plan (CAP) 2022-2027, reviewing the initiatives, measurements and progress made towards meeting our GHG emission reduction targets as required by the Climate Accountability Act and reported in the Climate Change Accountability Report each year.

Deliverables:

To complete an annual review and report its' findings and recommendations for change to the Board regarding the implementation, measurements and commitments of the Greater Victoria School District's climate action initiatives including:

- District Long Range Facilities Plan
- Climate Change Accountability Report
- Climate Action Plan (2022-2027):
 - Education, Engagement, and Leadership
 - Lands and Water Stewardship
 - Waste Reduction
 - Energy Management
 - Sustainable Transportation

Membership:

- Two trustees
- Superintendent or designate
- One Energy Manager
- One staff member from the Facilities Department
- Two VPVPA members
- Two representatives from the Greater Victoria Teachers' Association
- One representative from the Canadian Union of Public Employees Local 382
- One representative from the Canadian Union of Public Employees Local 947
- One representative from the Victoria Confederation of Parent Advisory Councils
- One representative of Indigenous ancestry, selected from the Indigenous Education Department and/or the Indigenous Education Advisory Council (IEAC)
- Two student representatives and feedback from the Student Representative Advisory

Timeline:

- The Committee shall complete its' review and report its' findings and recommendations at the Regular Board meeting in October each year.
- The Committee will meet at least quarterly and as required in order to complete its' work.

Voting:

- It is expected that the committee will use a consensus model for decision making. When this is not possible, all recommendations will be provided to the Board of Education

Procedural Note:

- The Committee will be able to seek information from district staff and outside sources as determined by the Committee.
- The Committee meeting agendas, minutes, times and location will be posted on the District website.
- There is a budget of \$5000 to support the Ad Hoc Committee's work.

Date adopted:

DRAFT

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: Operations Policy and Planning Committee
FROM: Katrina Stride, Secretary-Treasurer
DATE: June 10, 2024
RE: **2025-2026 Annual Five-Year Capital Plan**

Annual Five-Year Capital Plan

The District is required to annually prepare and submit to the Ministry a five-year capital plan. The Ministry expects that the capital plan will reflect a strategy for balancing the supply of existing facilities against both current and projected enrolment demands. There is also an expectation that the capital plan will reflect the replacement or rejuvenation of existing facilities, including seismic upgrades and building envelope remediation.

The five-year capital plan includes both major and minor capital programs. The deadline for submission of the capital plan is as follows:

- Major Capital Programs (EXP, SMP) – June 30, 2024
- Minor Capital Programs (CNCP, PEP, SEP) – September 30, 2024
- Minor Capital Program (FIP) – October 1, 2024

The staggered deadlines allow for additional flexibility and time to plan over the summer; however, the District will be submitting both major and minor capital programs by June 30, 2024.

Major Capital Programs

Planning for major capital programs is over a five-year period. Major capital programs in the draft submission include:

- School Expansion Program (EXP) – increase capacity of existing school (includes additions)
- Seismic Mitigation Program (SMP) – seismically upgrade or replace existing school to mitigate seismic risk

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.

The **Major Capital Plan Submission** includes the following requests totalling **\$247,495,699**:

School Expansion Program (EXP) - Additions:

Cedar Hill Middle	\$14,364,324
Sundance-Bank Elementary	20,971,755
Reynolds Secondary	44,322,789
	\$79,658,868

Seismic Mitigation Program (SMP):

Shoreline Middle	\$69,534,075
Reynolds Secondary	43,495,328
Northridge Elementary	19,935,976
Victoria West Elementary	11,686,488
Richmond Elementary	17,508,807
McKenzie Elementary	5,676,157
	\$167,836,831

Details for each of these projects can be located in the attached Final 2025-2026 Major Capital Submission Summary.

There were no changes from the Draft 2024-2025 Major Capital Plan Submission Summary presented at the May 13, 2024 Operations Policy and Planning Committee Meeting.

Minor Capital Programs

Planning for minor capital programs is over a one-year period. Minor capital programs in the draft submission include:

- Carbon Neutral Capital Program (CNCP) – energy-efficiency projects that lower carbon emissions
- Playground Equipment Program (PEP) – new or replacement universally accessible playgrounds
- School Enhancement Program (SEP) – renovate or upgrade buildings to help extend the life
- Food Infrastructure Program (FIP) – one-time capital costs for Feeding Futures Food Program

**The Food Infrastructure Program (FIP) has been included under School Enhancement Program (SEP) table below.*

The **Minor Capital Plan Submission** includes the following requests totalling **\$5,604,000**:

Carbon Neutral Capital Program (CNCP):

Oaklands Elementary	HVAC	\$650,000
Lansdowne Middle	HVAC	250,000
Uplands Elementary	HVAC	550,000
Mount Douglas Secondary	HVAC	250,000
Lambrick Park Secondary	HVAC	700,000
		\$2,400,000

Playground Equipment Program (PEP):

Hillcrest Elementary	Replacement	\$165,000
Victoria West Elementary	Replacement	165,000
Central Middle	Replacement	165,000
		\$495,000

School Enhancement Program (SEP):

South Park Elementary	Roofing	\$750,000
Marigold Elementary	Electrical	250,000
Cloverdale Elementary	Electrical	450,000
Lambrick Park Secondary	Interior Construction	650,000
Spectrum Community School	Interior Construction	500,000
Various	Food Infrastructure	109,000
		\$2,709,000

Details for each of these projects can be located in the attached Final 2025-2026 Minor Capital Submission Summary.

The changes from the Draft 2025-2026 Minor Capital Plan Submission Summary presented at the May 13, 2024 Operations Policy and Planning Committee meeting include:

- Food Infrastructure Program (FIP):
 - Various – Food Infrastructure: Increased from \$0 to \$109,000 to include appliances along with upgrades to school kitchen space where needed

Child Care Capital Planning

In April 2024, the Ministry enabled school districts to develop and submit capital plans for child care funding as part of their broader K-12 capital planning. Applications for new funding will now be processed as part of the annual five-year capital plan rather than through the previous New Spaces Fund application process.

Potential minor capital requests for existing child care facilities for 2025-2026 will be brought to the September Operations Policy and Planning Committee meeting for approval prior to the September 29, 2024 submission deadline.

Recommended Motions:**Major Capital Programs**

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2025-2026, as provided on the Five-Year Capital Plan Summary for 2025-2026, for submission to the Ministry of Education and Child Care.

Minor Capital Programs

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Minor Capital Programs) for 2025-2026, as provided on the Five-Year Capital Plan Summary for 2025-2026, for submission to the Ministry of Education and Child Care.

Supporting Documents

Final 2025-2026 Major Capital Plan Submission Summary
 Final 2025-2026 Minor Capital Plan Submission Summaries

Submission Summary

Submission Summary:	Major 2025/2026 2024-06-30 MAIN - K12 & CC Integrated
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2024-04-08
Close Date:	2024-06-30
Submission Status:	Draft

Submission Category	Sum Total Project Cost
Addition	\$79,658,868
Seismic	\$167,836,831
Total	\$247,495,699

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	160410	Cedar Hill Middle	Addition	4 classroom addition to meet middle school enrolment pressure.	\$14,364,324
2	150126	Sundance Elementary	Addition	7 classroom addition to meet enrolment in the family of schools.	\$20,971,755
3	156365	Reynolds Secondary	Addition	300 seat addition to meet secondary enrolment pressure.	\$44,322,789
Submission Category Total:					\$79,658,868
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	160418	Shoreline Middle	Full Replacement	Replace Shoreline Middle with a new facility.	\$69,534,075
2	150443	Reynolds Secondary	Partial Replacement	Seismic Upgrade of 6 H1 Blocks	\$43,495,328
3	150419	Northridge Elementary	Upgrade	Seismic Upgrade of 4 H1 Blocks	\$19,935,976
4	150473	Victoria West Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	\$11,686,488
5	150444	Richmond Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	\$17,508,807
6	150409	Mckenzie Elementary	Upgrade	Seismic Upgrade of 1 H1 Block, 1 H2 Block and 1 H3 Block	\$5,676,157
Submission Category Total:					\$167,836,831

Submission Summary

Submission Summary:	Minor 2025/2026 2024-09-30 MAIN - K12
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2024-04-08
Close Date:	2024-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
CNCP	\$2,400,000
PEP	\$495,000
SEP	\$2,600,000
Total	\$5,495,000

CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	160509	Oaklands Elementary	HVAC (CNCP)	Currently Oaklands has 2 burnham cast iron sectional boilers with one unit that is leaking. Funding to replace boilers with energy efficient condensing units	\$650,000
2	165494	Lansdowne Middle School	HVAC (CNCP)	DDC Upgrade - Remove old cougar system	\$250,000
3	160412	Uplands Elementary	HVAC (CNCP)	Boiler Replacement with energy efficient condensing boilers	\$550,000
4	165495	Mount Douglas Secondary	HVAC (CNCP)	DDC Upgrade- Remove old cougar system	\$250,000
5	151404	Lambrick Park Secondary	HVAC (CNCP)	Phase 1 - Replace existing boilers with new energy efficient units. New units will decrease GHG and save on energy.	\$700,000
Submission Category Total:					\$2,400,000
PEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	153613	Hillcrest Elementary	Replacement (PEP)	Hillcrest has a small older playground that is not accessible and was purchased by the childcare provider on site. Like to replace this with an accessible playground for students of all abilities. The school has many students who will benefit from an accessible playground.	\$165,000
2	152033	Victoria West Elementary	Replacement (PEP)	Vic West has a diverse community of needs. The school has one play space that is not accessible and is down a long non-accessible pathway to the field below. The school and community have older playgrounds closer to the school that could potentially be accessible using the PEP grant for replacement of these non compliant structures .	\$165,000
3	163541	Central Middle School	Replacement (PEP)	Central's playground is in the heart of Victoria and used extensively by not only the school students but the surrounding community as well. The current playground is not accessible and is aging and in desperate need of replacement	\$165,000
Submission Category Total:					\$495,000
SEP					

Submission Summary

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	162994	South Park Family School	Roofing (SEP)	Phase 3 -Roof Replacement of an historically significant slate roof. Roof is starting to leak in many places and slate has fallen off in the past causing safety issues. Roof Replacement will provide a long term safer roof and virtually eliminate the maintenance issues over time .	\$750,000
2	165493	Ecole Marigold School	Electrical (SEP)	Fire Panel Upgrade	\$250,000
3	165491	Cloverdale Traditional Elementary	Electrical (SEP)	Fire Panel Upgrade	\$450,000
4	153597	Lambrick Park Secondary	Interior Construction	Dust Collector Upgrade	\$650,000
5	165492	Spectrum Community School	Interior Construction	Gym Floor Upgrade	\$500,000
Submission Category Total:					\$2,600,000

Submission Summary

Submission Summary:	Minor 2025/2026 2024-10-01 FIP
Submission Type:	Capital Plan
School District:	Greater Victoria (SD61)
Open Date:	2024-04-08
Close Date:	2024-10-01
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
SEP	\$109,000
Total	\$109,000

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	160817	Various	Food Infrastructure (SEP)	Various schools require appliances (fridge, dishwashers, stoves) with installation and cabinet modifications along with some new cabinetry 9cupboard and storage units)	\$109,000
Submission Category Total:					\$109,000

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: June 17, 2024

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

- Administrators' Meeting – June 6, 2024
- All Superintendents' Zoom Meeting – June 7, 2024
- Victoria Literacy Connection Meeting – June 11, 2024
- Elementary Group Conversation – June 12, 2024
- Elementary Principal/Vice-Principal Meeting – June 14, 2024

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

- Regular individual meetings with Esquimalt Nation; Métis Nation of Greater Victoria; and Urban Peoples' House Indigenous Advisory
- Meet bi-weekly with the Director of Indigenous Education

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

- Monthly Meeting with the Board Chair and Vice-Chair – June 5, 2024
- Inclusive Learning Meeting – June 28, 2024

Gratitude: The Superintendent would like to thank the following:

- Organizers of the Indigenous Graduation ceremonies. It was an honour to have been invited to attend the graduation celebrations.
- Jane Massy for her service as President of CUPE Local 947. Best wishes for a long and happy retirement!
- Ilda Turcotte, President of the Greater Victoria Teachers' Association, will step down at the end of the school year. We wish Ilda well with her next endeavours.

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

Congratulations: The Superintendent would like to congratulate the following:

- Community partners who have been a key part of Guess My Job's success, with resources and support provided by the Greater Victoria Chamber of Commerce, Maximus Canada, and Wilson's Group of Companies. Pathways & Partnerships is working on developing more workshops for the 2024-2025 school year.
- Congratulations to all the 2024 Greater Victoria School District Graduates! Whatever path you choose, go with an open heart and mind.
- Congratulations to all the 2024 Greater Victoria School District Retirees! Thank you for keeping students at the centre of your work. Best wishes to all.

Wishing all students, staff, parent/caregivers and community members a safe and relaxing summer break.

Year-End Summary

- As we wrap-up the 2023-2024 school year, and look ahead to 2024-2025, our departments have each shared with us three highlights, as well as ongoing area(s) of focus. Please see the following pages for a snapshot of this past school year.

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.

Early Learning & Child Care

Highlights

Opening Additional Before & After School Care Service for Families Across the District So That More Children Can Experience a Seamless Day from Care to Learning

Highlights

Growing the Early Childhood Educator (ECE) Cohort to Strengthen Access to Play-based Experiences and Social Emotional Learning Opportunities for Children in Kindergarten

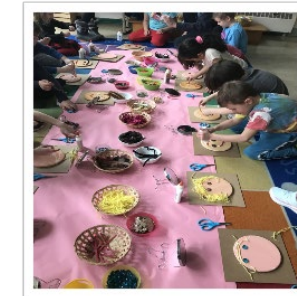
Highlights

Collaborating with the Facilities Department on Child Care Projects with a Focus on Creative Inclusive, Quality Environments for Children

Ongoing



Integrating Child Care from Birth to Age Five into the Kindergarten to Grade 12 Education System



Elementary & Multi-Lingual Learners

Highlights

Welcome & Learning Centre

Highlights

Supporting Literacy in Priority Schools

Highlights

Strengthening Community Partnerships to Support SD61 Students & Families (CAB, VIRCS, ICA, VICCIR, Help Ukraine)

Ongoing



Trauma-Informed Practice



Early Literacy



Priority Learners



Financial Services



Elimination of subledgers



Recreated all district reports in Report Writer



Earnings statement change

Ongoing



Filling vacancies within Financial Services



Implementation of SchoolCash Online Value-Based Pricing



Introduction of Point-of-Sale devices

French Language



Core French Professional Development

Ongoing



Goal #1 – Oral Language Development K-12



Goal #2 – Linguistic Identity



Attrition and Retention of French Immersion students



Recruitment and retention of staff



Facilities Services

Highlights

Commitment of all CUPE employees

Highlights

Management's continued growth through integration of maintenance and capital duties to provide primary and secondary abilities

Highlights

Succession planning for projects, tasks and assignments

Ongoing



Continuing to decrease GHG emissions, lessen cyber security attacks, and make our schools accessible and secure



Continue replacing outdated communication and security equipment, upgrade WiFi and projection packages for all classrooms



Ensure our buildings and grounds are maintained to the highest standards



Human Resource Services

Highlights

Continuing to improve the relationship between the District and the unions resulting in enhanced discussions at union-management meetings, plus a reduction in the number of grievances, especially matters being referred to arbitration

Highlights

Significant progress has been made in enhancing the VPP system to better support students, EAs and teachers.

Highlights

Successfully negotiated transition of ASA members into the GVTA employee group

Ongoing



Staffing shortages are an ongoing challenge especially in specialty teacher (i.e. French Immersion) and Educational Assistant (EA) positions, with shortages of spareboard EA's resulting in a number of unfilled daily absences despite efforts being undertaken to reduce EA fail-to-fills



Inclusive Learning



Whole-school professional learning on reframing behaviour as communication



Whole-school NVCI training in priority K-8 schools



Accessibility Advisory Group established and Accessibility Plan published

Ongoing



Competency-Based IEP implementation



System-wide focus on reframing behaviour as communication



Continued collaboration with community agency partners to offer wraparound supports for priority students and families

Indigenous Education



Indigenous Storytelling and Film Festival – 1,400+ Participants



First Annual Tri-District Lahal Tournament Celebrates Indigenous Game that is Bringing Students and Community Together



Culturally Responsive Learning Series

Ongoing



Indigenous Education Departments work towards upholding and working together to weave Indigenous Education across all departments, schools, leadership teams, the Board of Education, the goals of the strategic plan, the framework for enhancing student learning, the 4 Houses agreements and the guiding documents for Indigenous Education (UNDRIP, DRIPA, the BCTEA and the TRC Calls to Action).

Board of Education Meeting June 17, 2024



Information Technology for Learning



Creating Consistent Digital Processes for Communicating Student Learning K-12



Strengthening Our Network Against Cyberattacks



District-wide Staff Device Refresh Completed

Ongoing



Safeguard the Information of Students, Caregivers, and Staff



Streamlining Privacy Management Program and Review Processes to Support Digital Device Requests



Departmental Process Evaluation and Improvement



Victoria International Student Program (ISP)



Welcomed New Student Groups from Schools in China, Japan, Thailand, and Mexico



Diverse International Education Program: Students from 35 Regions Attended Schools in Our District



Outbound Education Program Resumed in 2023-24 with Educational Opportunities for Students in Victoria's Sister City of Morioka, Japan; with the Tokyo Board of Education (Japan); and in Marseilles, France

Ongoing



Meeting enrolment-tuition revenue commitments for the 2024-2025 District budget

Pathways & Partnerships

Highlights

Working Directly with the Ministry of Education and Child Care to Expand Career Pathways in Early Learning in Care and Health Care, as well as Career Programs for Students with Disabilities and Diverse Abilities

Highlights

75 New Youth Apprenticeship Registrations & 36 Youth Apprenticeship \$1,000 Awards Given Out

Highlights

Through Teacher Librarian Collaboration, All Elementary Students Have Access to Tool Trolley, Maker Centre Experiences, and Career Education Resources. Teacher Professional Development Remains a Focus.

Highlights

Through Teacher Librarian Collaboration, All Middle School Students Have Access to Maker Centres. Schools Also Receive Funding and Resources for Human Library Experiences, Post-Secondary Tours, and Career Education Resources.

Ongoing



Utilizing Data and the Newest Research to Drive Programming and Support in Schools. Continue to Grow Life Transition Opportunities Through Connections With Community, Industry, and Post-Secondary Institutions.



Senior Leadership Team

Highlights

Student Wellness Fair, Student Symposium, and Student Leadership Group

Highlights

Assessment & Reporting Proficiency

Highlights

Indigenous Focused Grad

Ongoing



Data & Evidence-driven Goals



Strategies & Measurements



Office of the Associate Superintendent

Tom Aerts – Associate Superintendent

To: Board of Education Meeting

From: Tom Aerts, Associate Superintendent

Date: June 17th, 2024

RE: School Calendars 2025-26 and 2026-27

Background:

In accordance with the School Act, the proposed calendars for the 2025/26 and 2026/27 school years have been posted on our District website for a 30-day public review period. This provided an opportunity for parents and employees to offer feedback. These calendars are designed to align with our neighboring districts, Sooke and Saanich, and to give community members ample planning notice.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approves the following 2025/2026 and 2026/2027 school calendars.

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

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

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One *Learning* Community



TO: The Board of Education

FROM: Deb Whitten, Superintendent of Schools

RE: Climate Action Plan Implementation Ad Hoc Committee Revised Draft
Terms of Reference

DATE: June 17, 2024

The Greater Victoria School District has a long-standing commitment to the environment. In 2008, the Board of Education adopted Policy 4216.22 ENERGY, ENVIRONMENT, AND CLIMATE CHANGE. The Greater Victoria School District Board of Education made its climate emergency declaration on June 24, 2019, and established the Ad Hoc Climate Action Committee in 2022. The Climate Ad Hoc Committee drafted the Climate Action Plan (CAP) 2022-2027 which was approved by the Greater Victoria School District Board of Education on September 25, 2023.

On April 29, 2024 the Board of Education of School District No. 61 (Greater Victoria) directed 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. The initial draft of the Climate Action Plan Ad Hoc Committee's Terms of Reference was presented at the May 13, 2024 Operations Policy and Planning Committee meeting, and at the June 10, 2024 Operations Policy and Planning Committee meeting, a revised draft version of the Ad Hoc Committee's Terms of Reference was presented, and further changes were made.

Attached to this memo is the revised draft Terms of Reference for the Climate Action Plan Implementation Ad Hoc Committee.

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Climate Action Plan Implementation Ad Hoc Board Committee Terms of Reference

Purpose:

The Climate Action Plan Implementation Ad Hoc Board Committee is an ad hoc committee established by the Board for the purpose of reviewing the implementation of the District's Climate Action Plan (CAP) 2022-2027, reviewing the initiatives, measurements and progress made towards meeting our GHG emission reduction targets as required by the Climate Accountability Act and reported in the Climate Change Accountability Report each year.

Deliverables:

To complete an annual review and report its' findings and recommendations for change to the Board regarding the implementation, measurements and commitments of the Greater Victoria School District's climate action initiatives including:

- District Long Range Facilities Plan
- Climate Change Accountability Report
- Climate Action Plan (2022-2027):
 - Education, Engagement, and Leadership
 - Lands and Water Stewardship
 - Waste Reduction
 - Energy Management
 - Sustainable Transportation

Membership:

- Two trustees
- Superintendent or designate
- One Energy Manager
- One staff member from the Facilities Department
- Two VPVPA members
- Two representatives from the Greater Victoria Teachers' Association
- One representative from the Canadian Union of Public Employees Local 382
- One representative from the Canadian Union of Public Employees Local 947
- One representative from the Victoria Confederation of Parent Advisory Councils
- One representative of Indigenous ancestry, selected from the Indigenous Education Department and/or the Indigenous Education Advisory Council (IEAC)
- Two student representatives and feedback from the Student Representative Advisory

Timeline:

- The Committee shall complete its' review and report its' findings and recommendations at the Regular Board meeting in October each year.
- The Committee will meet at least quarterly and as required in order to complete its' work.

Voting:

- It is expected that the committee will use a consensus model for decision making. When this is not possible, all recommendations will be provided to the Board of Education

Procedural Note:

- The committee will be able to seek information from district staff and outside sources as determined by the committee.
- The committee meeting agendas, minutes, times and location will be posted on the District website.
- There is a budget of \$5000 to support the Ad Hoc Committee's work.

Date adopted:

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Personal Digital Device Restriction in Schools - Update
DATE: June 17, 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 Provincial Standards for Codes of Conduct Order and 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.

Next Steps

As reported at the May 27, 2024 Regular Open Board of Education meeting, feedback on the draft Personal Digital Device Student Code of Conduct statements was to be gathered prior to the finalized statements being submitted to the Ministry of Education and Child Care in July 2024. We have now received the feedback from students, staff, and Parent Advisory Councils. The following Student Code of Conduct statements regarding use of personal digital devices have been created for elementary, middle and secondary schools.

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.

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. Earbuds and headphones connected to personal digital devices are also restricted.

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive. 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 may support students with disabilities, diverse abilities, or medical needs as outlined in the student’s support plan and Individual Education Plan and/or other agreed upon plans.

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(s).

The use of personal digital devices during instructional hours is at the teacher’s discretion and direction for the purposes of instruction and promoting digital literacy. 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 consent from the individual and/or the individual’s parent or caregiver.

The main office phone at the school may be used to make and receive calls if students and their parent(s) or caregiver(s) need to communicate during the school day.

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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. Earbuds and headphones connected to personal digital devices are also restricted.

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive. 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 may support students with disabilities, diverse abilities, or medical needs as outlined in the student’s support plan and Individual Education Plan and/or other agreed upon plans.

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(s).

The use of personal digital devices during instructional hours is at the teacher’s discretion and direction for the purposes of instruction and 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 consent from the individual and/or the individual’s parent or caregiver.

The main office phone at the school may be used to make and receive calls if students and their parent(s) or caregiver(s) need to communicate during the school day.

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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. Earbuds and headphones connected to personal digital devices are also restricted.

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive. 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 may support students with disabilities, diverse abilities, or medical needs as outlined in the student’s support plan and Individual Education Plan and/or other agreed upon plans.

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(s).

The use of personal digital devices during instructional hours is at the teacher’s discretion and direction for the purposes of instruction and 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 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 consent from the individual and/or the individual’s parent or caregiver.

The main office phone at the school may be used to make and receive calls if students and their parent(s) or caregiver(s) need to communicate during the school day.

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PROVINCIAL STANDARDS FOR CODES OF CONDUCT ORDER

Authority: *School Act*, sections 85(1.1) 168 (2) (s.1)

Ministerial Order 276/07 (M276/07).....Effective October 17, 2007
Amended by M208/14..... Effective June 23, 2014
Amended by M341/16..... Effective September 7, 2016
Orders of the Minister of Education and Child Care

1 In this order “**board**” includes a francophone education authority as defined in the *School Act*.

2 Boards must, in accordance with this order, establish one or more codes of conduct for the schools within their school district and ensure that the schools within their school district implement the codes.

3 When establishing codes of conduct, boards must consider the results of the consultations undertaken by schools within its school district at the school level with individuals or groups the schools consider are representative of

- (a) employees of the board,
- (b) parents, and
- (c) students

4 Boards must ensure that schools within their school district

- (a) make codes of conduct available to the public;
- (b) distribute the codes of conduct at the beginning of the school year to
 - (i) employees of the board at the school,
 - parents of students attending the school, and
 - (ii) students attending the school
- (c) provide codes of conduct to employees of the board who are assigned to a school during the school year when they are so assigned;
- (d) provide the codes of conduct to students who start attending a school during the school year and their parents when the students start attending the school;
- (e) display the codes of conduct in a prominent area in the school.

5 Boards must ensure that schools within their school district review the codes of conduct annually with individuals or groups the schools consider are representatives of

- (a) employees of the board,
- (b) parents, and
- (c) students

to assess the effectiveness of the codes of conduct in addressing current school safety issues.

6 Boards must ensure that the following elements are included in their codes of conduct:

- (a) a reference to
 - (i) each of the prohibited grounds of discrimination set out in section 7 (*Discriminatory publication*) and section 8 (*Discrimination in accommodation, service and facility*) of the *Human Rights Code*, RSBC 1996, c. 210, and

PROVINCIAL STANDARDS FOR CODES OF CONDUCT ORDER

- (ii) without limiting subsection (i), sexual orientation, gender identity or expression;
- (b) a statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments;
- (c) one or more statements about what is
 - (i) acceptable behaviour, and
 - (ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviourswhile at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
- (d) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
- (e) an explanation that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

[am M208/14, effective June 23/14; am M341/16, effective Sept 7/16]

7 Further to section 6(c), boards must do the following in the statements about consequences of unacceptable behaviour:

- (a) whenever possible and appropriate, focus on consequences that are restorative in nature rather than punitive, and
- (b) include an explanation that special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

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.

March 21, 2024

Date



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: School Act, R.S.B.C. 1996, c. 412, s. 168 (2) (s.1)

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

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.

Public Interest Disclosure Act: Annual Report for the Greater Victoria School District (SD61) Fiscal Year 2024

BC's *Public Interest Disclosure Act* (PIDA) provides a safe, legally protected way for current BC public sector employees (**including school districts as of December 1, 2023**) to report serious or systemic issues of wrongdoing to their supervisor, a designated officer for the district, or to the Ombudsperson. PIDA prohibits people from retaliating against employees who speak up about potential wrongdoing in the public sector. PIDA is also sometimes referred to as the "Whistleblower" Act.

PIDA Definition: 7(1)(a) a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada.

More information about what constitutes wrongdoing is available online at <https://bcombudsperson.ca/public-interest-disclosure/resources-for-public-bodies/>.

Report

	2024
Section 38(1) Disclosures of wrongdoing in respect of SD61	1
Section 38 (2) Number of Disclosures received, including referrals of disclosures: and the number acted on: Not acted on:	1 0
Number of investigations commenced as a result of a disclosure:	0
In the case of an investigation that results in a finding of wrongdoing (i) A description of wrongdoing, (ii) Any recommendations, including those made by the Ombudsperson, and (iii) Any corrective action taken in relation to the wrongdoing or the reasons why no corrective action was taken;	0 0 0
Any other information prescribed by regulation	0

Attestation

I certify that the above report is true and correct.



Deb Whitten
Superintendent of Schools

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

Office of the Associate Superintendent

Tom Aerts – Associate Superintendent

To: Board of Education
From: Tom Aerts, Associate Superintendent
Date: June 17th, 2024
RE: **Elementary Strings HUB Model**

Background

On the 11th 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 are some recommendations on how Grade 5 students who do not have a Strings program at their own school, will safely travel to the HUB.

Student travel within HUBs.

Consideration was given to safe travel routes by minimizing the need to cross major highways and roads as much as possible. However, there are situations where students need to cross busier streets. For instance, **HUB 10 Rogers and Lake Hill**. In other cases, students need to travel along busier roads but do not need to cross them. For example, **HUB 11 Quadra and Cloverdale**.

Some recommendations for these situations are:

- Sharing of safe travel route maps with families, indicating sidewalks and pedestrian-controlled crossings, e.g. Lily and Quadra.
- Walking groups:

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.

- Having a staff member walk with the students to the HUB school.
- Working with school PACs to see if parent volunteers can walk with students.
- Exploring the possibility of high school students walking with the students.

Though HUBs were designed to minimize travel distance between schools. Given the large geographic area our school district covers there are some situations where travel between HUB schools is longer than others. For example, **HUB 12 Vic West and Macaulay**.

Some recommendations for these situations are:

- Working with school PACs to arrange parent carpooling.
- Provide information on bus route options. For example, bussing from Braefoot to Campus View.

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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8	Northridge	20	1.8 km
	McKenzie	Unable to fill position	1.8 km
	Est total 2025	20 +	
9	Hillcrest	32	1.3 km
	Torquay	25	1.3 km
	Est total 2025	57	
10	Rogers	12	1.4 km
	Lake Hill	22	1.4 km
	Est total 2025	34	
11	Quadra	32	1 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
	Est total 2025	56	
14	Craigflower	did not offer strings	
	View Royal	25	1.8 km
	Tillicum	did not offer strings	2.5 km
	Est total 2025	25 +	
15	Marigold	30	
	Eagle View	Unable to fill position	2.9 km
	Strawberry Vale	15	2.5 km
	Est total 2025	45 +	

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

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: June 17, 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 May 27, 2024.

Activities

- Meeting with Metis Nation of Greater Victoria
- Meetings with community partners
- Meeting with auditors
- Meetings with legal counsel
- Meeting with School Protection Program
- Event 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 meeting with Board Chair
- Bi-weekly Facilities and Superintendent meeting
- Bi-weekly Information Technology for Learning meeting
- Monthly Standing Committee and Board meetings
- Monthly meeting with Board Chair, Vice Chair and Superintendent
- Monthly Administrators' meeting
- Monthly Cedar Hill construction project meeting with Facilities and School Principal
- Annual Tolmie Staff Picnic
- Professional Development:
 - Harris & Company LLP Annual Client Conference: Labour and Employment Law, Human Rights, Free Speech, Settlements, WorksafeBC, Artificial Intelligence

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.

2023 Climate Change Accountability Report



One *Learning* Community



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Declaration Statement:

This Climate Change Accountability Report for the period January 1, 2023 to December 31, 2023 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2023 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2024 and beyond.

By June 30, 2024 the Greater Victoria School District 61 final 2023 Climate Change Accountability Report will be posted to our website at <https://www.sd61.bc.ca/news-events/climate-action-initiatives/>

Executive Summary

On behalf of the Greater Victoria School District, we are pleased to submit our Carbon Change Accountability Report for 2023.

Our Vision:

This report reflects on our efforts to reduce our emissions. It looks at our progress as well forecasts where we are headed. It discusses current actions and planned actions in an attempt to create a clear and reasonable path for meeting our climate goals

Our Goals for 2030:

Our goals as an organization closely align with the goals of the province which are derived from the IPCC recommendations for limiting global warming to 1.5 degrees C.

- **50% decrease in building emissions from 2010 levels**
- **40% decrease in fleet emissions from 2010 levels**

2023 Results:

Measured GHG emission levels in 2023 showed a:

- 5.7% decrease in emission levels from 2022
- 12.5% forecasted decrease over the 2023/24 school year
- 6.6% decrease in fleet emissions
- 17% decrease in emissions from paper

In 2023, we witnessed a sharp turn around for GHG emission levels by May 2023. This is an indication that efforts to reduce GHGs have finally caught up to increased district-wide ventilation that was added during the COVID pandemic. The weather in 2023 also had a relatively positive impact on building heating demands as well.

Our board remains committed to the further reduction of greenhouse gases and recognizes the climate emergency we all face.

2023 Highlights:

This year was highlighted by the completion of several highly impactful projects that will continue to positively affect emission levels going forward. The immediate impact of projects were previously overshadowed by the results of COVID ventilation, but have begun to show results part way through 2023 and into 2024.

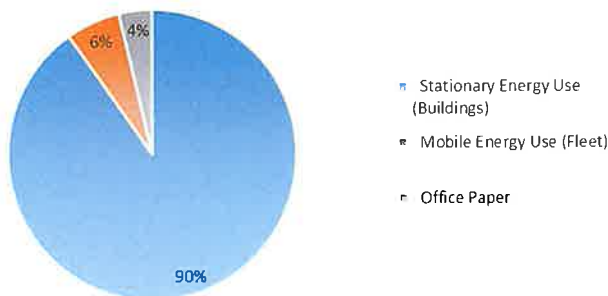
2023 GHG savings and energy efficiency projects are highlighted by:

- LED lighting and controls upgrades
 - 6 schools in 2023
 - 44 buildings since 2019.
 - Over 3,000,000 kWh annual savings in electricity
- Continuous Optimization Program:
 - Sir James Douglas Elementary
 - Central Middle School
 - Torquay Elementary
 - 81,667 kWh estimated savings in natural gas and electricity.
- Thermostat upgrades - 20 locations
- Building controls upgrades at Doncaster Elementary
- All new stand-alone child care studios continue to be built with
 - All electric heating.
 - Meet or exceed NEBC requirements
- 11 new heat pumps added to existing childcare facilities
- First full year of electric bus operation
- Our first 3 electric fleet vehicles are now in service
- Reynolds boilers received high efficiency replacement
- Supporting EV charging infrastructure expanded with 3 new chargers
- Light Switch Stickers campaign
- Climate Pledge Tree pilot project
- Paper Purchasing Scorecards

Greenhouse Gas Emissions

Distribution:

2023 Greater Victoria School District 61
Greenhouse Gas Distribution by Source



The primary source for greenhouse gas emissions within the district has always been from buildings. Heating of our buildings is necessary for the majority of the school year. It accounts for the bulk of our energy use and total building emissions. How we heat our buildings presents the largest opportunity for reducing our carbon footprint.

Heating system upgrades, and improvements to mechanical systems remain at the forefront of our efforts to reduce overall emissions. High initial investment costs and simultaneous improvements to air quality by providing more air changers per hour can make the process challenging for older buildings.

All new buildings since Oak Bay community secondary school (2014), all childcare studio additions and all upcoming builds including Cedar Hill Middle School use electricity as their primary heat source. This has allowed us to halt the growth of and further reduce our emissions as we expand our building portfolio.

Programs that create behavioral change, awareness, and accountability will also be important as we continue to work towards achieving our goals. Unlike other mechanical improvements to buildings, these approaches can exist with very little capital investment and can even align with inclusive education.

We are always working to develop policies and programs that will foster participation from all staff and students. In 2023/24 we brought back our award winning "Light Switch Sticker" campaign, along with the introduction of Climate Pledge Tree and Shut Out the Cold campaigns. In 2024/25 we plan to bring back improved versions of all our campaigns and introduce a new "Sweater Day" campaign as well.

Mobile energy use and paper consumption accounted for just 10% of our emissions profile, but will not be ignored. In 2022 we promised to take measures to reduce paper consumption and delivered with a 17%

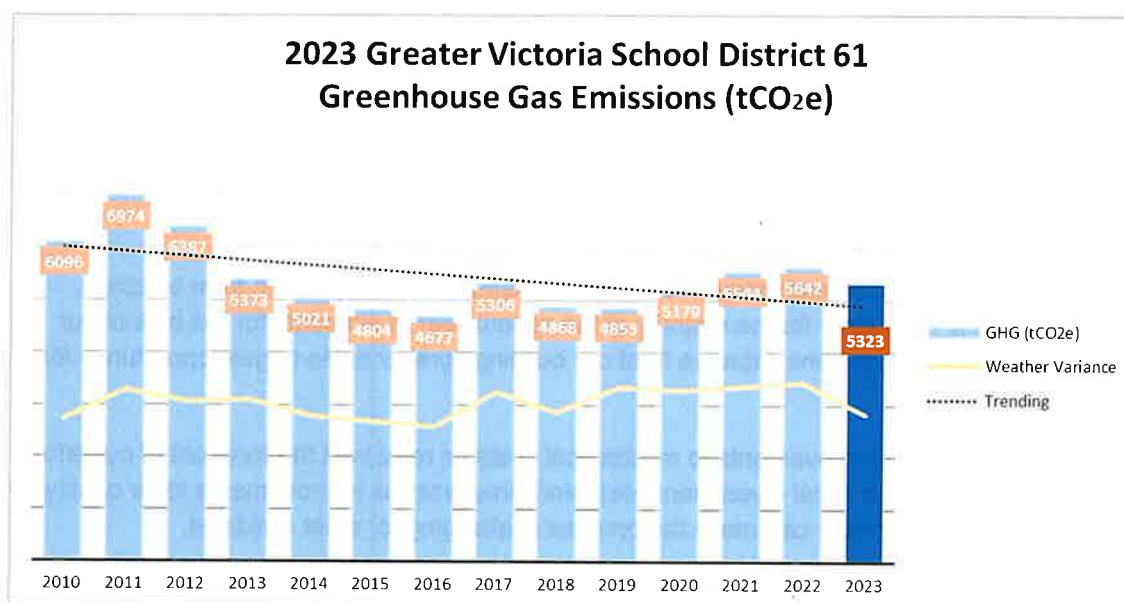
decrease equivalent to over 40 tonnes of CO₂ emissions, Fuel consumption was also down 6.6% in 2023 through use of electric vehicles, more efficient operations, an improved preventative maintenance program.

Our goals:

At the Greater Victoria School district our goals for reduction of GHG emissions align with the goals of the province:

- 40% by 2030 (fleet)
- 50% by 2030 (buildings)

Current Progress:



The above chart shows combined greenhouse gas emissions generated by our district for each year since 2010.

There is a clear relationship between weather and the amount of GHG's created each year. This can be easily observed from the yellow line showing annual weather variance derived from the relative amount of heating degree days experienced each year using 15 °C as our average building's balance point.

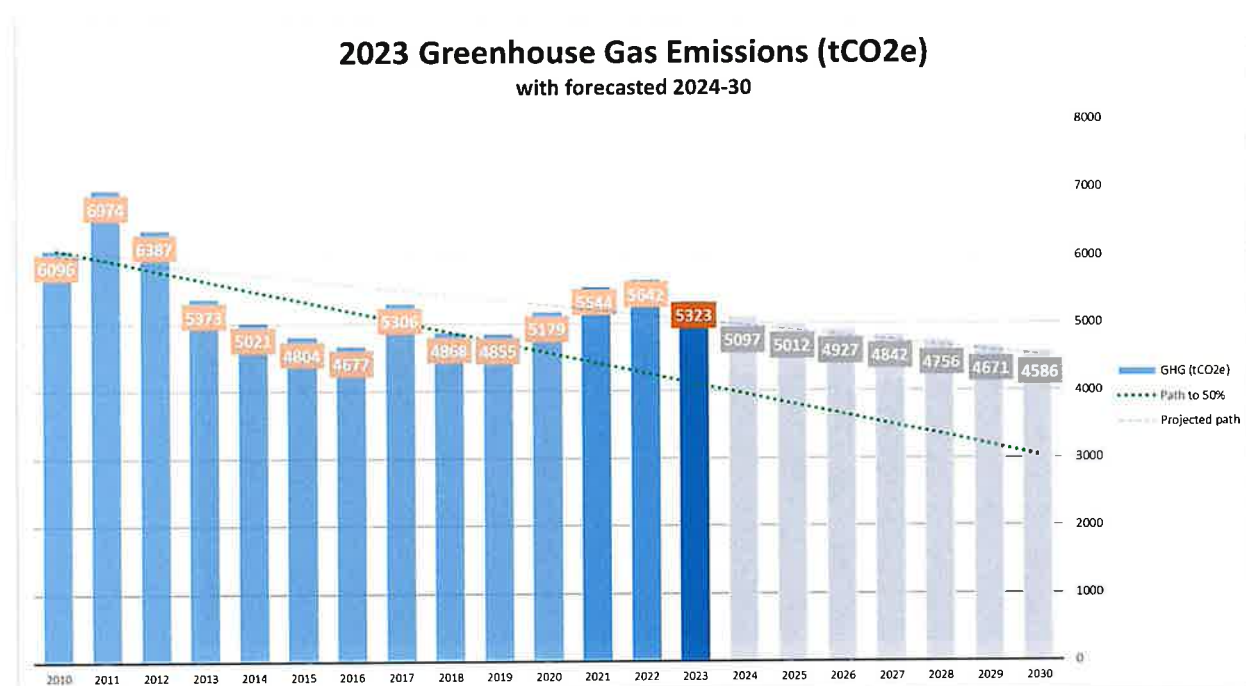
The trend-line (black) indicates the average trend from 2010 to 2023. The decreasing trend is the product of our efforts and investments since 2010. It represents green choices and an overall effort from everyone at the district.

There was also a significant bump created as COVID ventilation protocols were brought into place in 2020-2023. Spaces that previously lacked ventilation were corrected permanently and other spaces with

inadequate ventilation were improved upon. This meant increases to overall air changes per hour and much more outside air that needed to be heated to room temperature.

Halfway through 2023 our actions have begun to once again surpass the results of increased ventilation and we are seeing the beginnings of a return to our previous trend of emissions reduction. The calendar year of 2023 saw a 5.6% decrease in GHG emissions, however, the 2023/24 school year projects to be greater than a 12% decrease as of March 2024.

Achieving our goals:



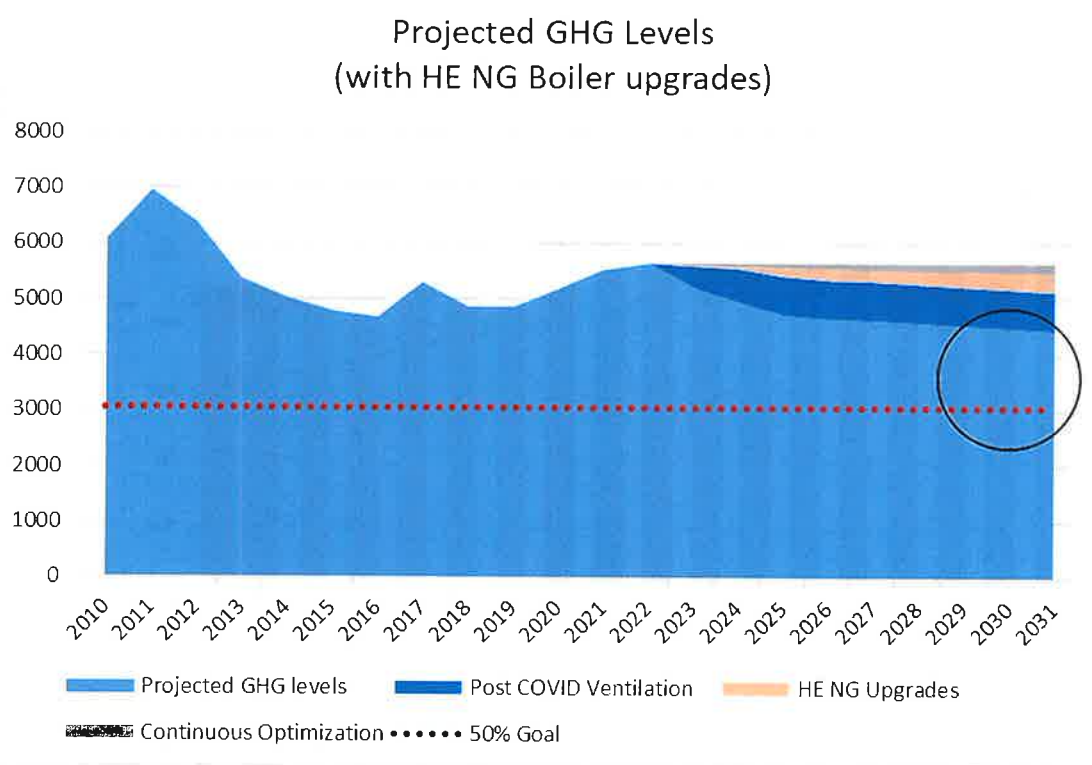
Looking ahead to 2030, we can see that COVID ventilation measures have recently taken us off pace to reach our 2030 goal. Our investments and efforts must now increase to keep up. We will need to embrace new technologies, and move forward with new funding for additional GHG reducing projects. We must continue to hold ourselves accountable for waste and educate each other on best practices in our everyday activities.

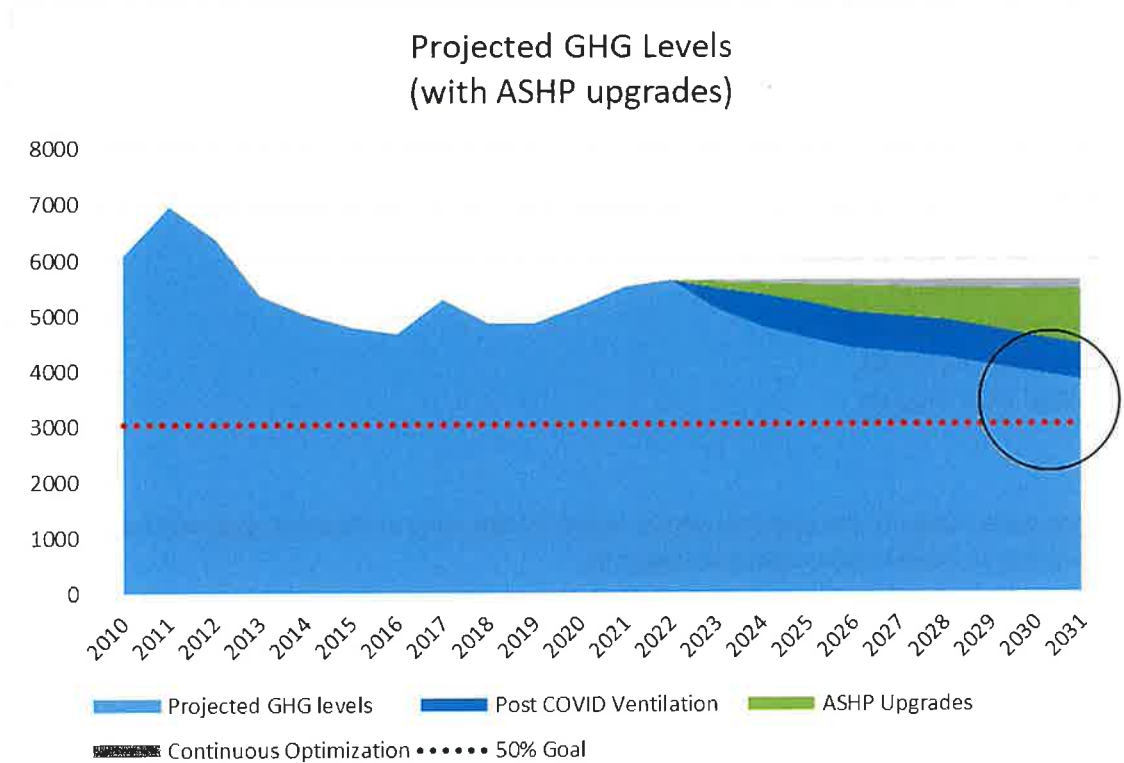
This type of chart must also be taken with a grain of salt in that it uses past performance to project future performance. We must consider that past performance will have included low hanging fruit, and relatively higher CNCP funding. The actual pathway to reach 50% reduction, would likely involve investments in

LCE (low carbon electrification) of heating plants, and introduction to HRV (heat recovery ventilation) on a large scale.

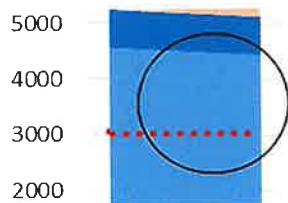
The following 2 charts take a more realistic view based on planned actions between the present and 2031.

These charts show 2 potential extreme paths regarding replacement of aging out heating plants, The first being all High Efficiency Natural Gas Condensing boilers (HE NG), and the second being 100% Air Source Heat Pumps (ASHP). In both cases we included actions taken through continuous optimization of buildings as well as a gradual, but not complete, return to using building mechanical systems to provide ventilation rather than windows and doors.



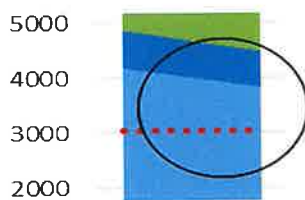


HE NG Boilers Pathway



- 1406 tCo2e reduction shortfall
- Estimated \$6.275 M (present costs)
- 23% 2030 target shortfall
- Obsolete, or backup only by 2050

ASHP Upgrades Pathway



- 764 tCo2e reduction shortfall
- 13.5% 2030 target shortfall
- Estimated \$8.5 M (present costs)
- Increased risk of compatibility
- Increased maintenance costs
- Improved climate change resilience

In both cases we find ourselves falling short of 2030 GHG reduction goals. Realistically the path taken will fall somewhere between both of these paths, dependent on available funding, and rebates, while considering the characteristics and timing for replacements in the individual buildings. The remaining gap can potentially be addressed through:

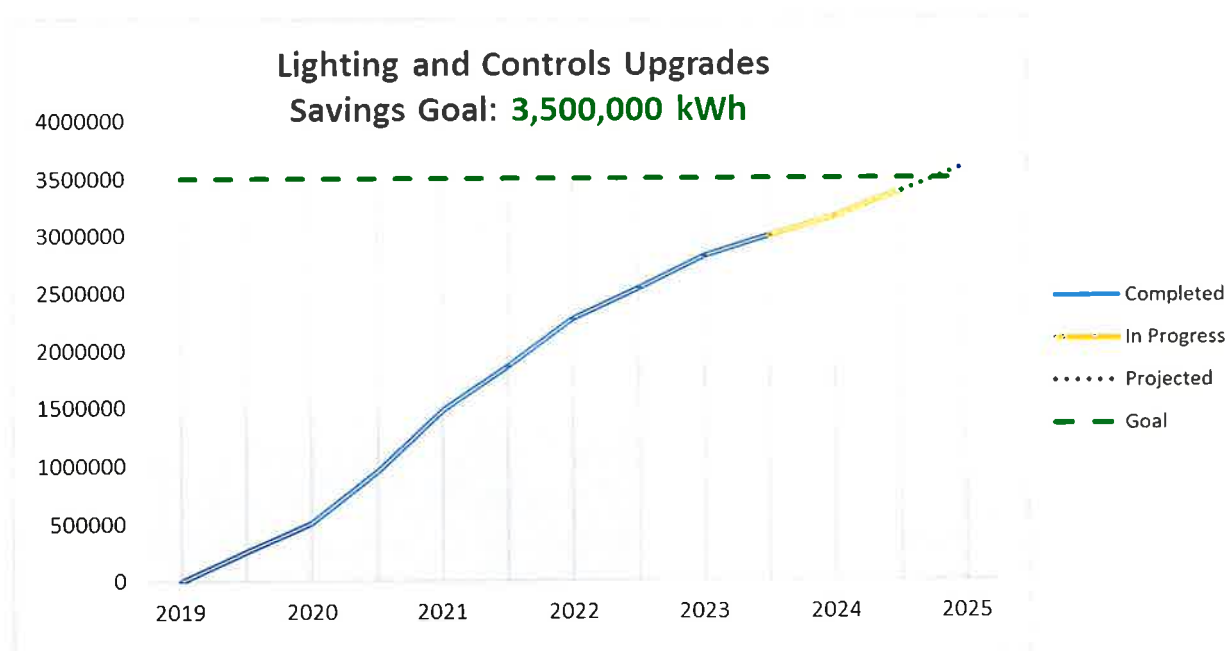
- Behaviour changes and education
- Heat recovery ventilation
- Building envelope improvements
- Renewable energy sources
- New potential technologies.

These projections were made for the previous year's report. So far, they are looking accurate for 2023 through 2024 and do not need to be updated at this time.

Actions Taken in 2023 to Reduce Emissions

LED Lighting and Controls Upgrade:

In 2023 we furthered our progress towards a complete changeover to LED lighting in the school district, and our goal of creating 3.5 GWh annual savings in electricity. Even though electricity in BC is nearly 100% clean, we understand that the North American electrical grid is still close to 60% derived from fossil fuels. Our savings in electricity make available more clean electricity for our neighbors in Alberta, and Washington in the short term. In the longer term, these efforts will help to increase the available electrical capacity of our buildings to facilitate future low carbon electrification and potentially avoid major infrastructure upgrades as a result.



LED lighting projects in 2023 created an estimated 347,000 kWh in annual savings toward our goal. Projects scheduled for 2024 are estimated to add another 340,000 kWh and should put us very close to our goal.

Continuous Optimization and DDC Upgrades:

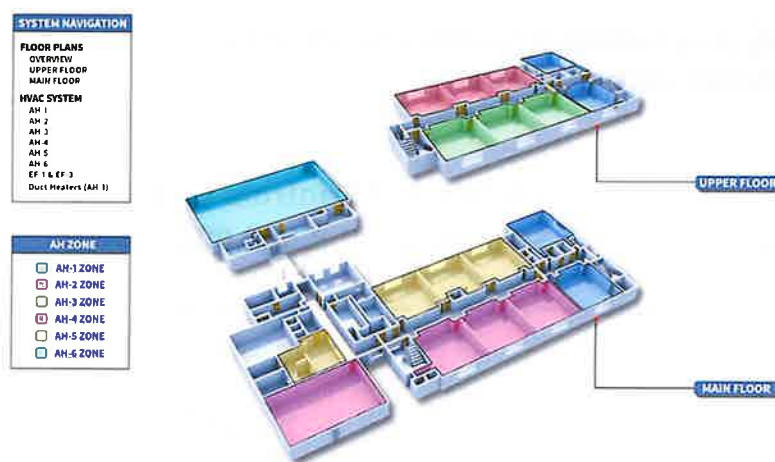
Plans were put in place in 2022 to enter into the BC Hydro Continuous Optimization program. In 2023 we completed our first 3 buildings under the program.

Investigations created recommended improvements across all three buildings. We then acted on the recommendations to create 81,667 kWh annual savings in natural gas and electricity combined based on consultant estimates.

These actions also helped to inform us of other potentials savings across the entire district.

2022/23 Buildings:

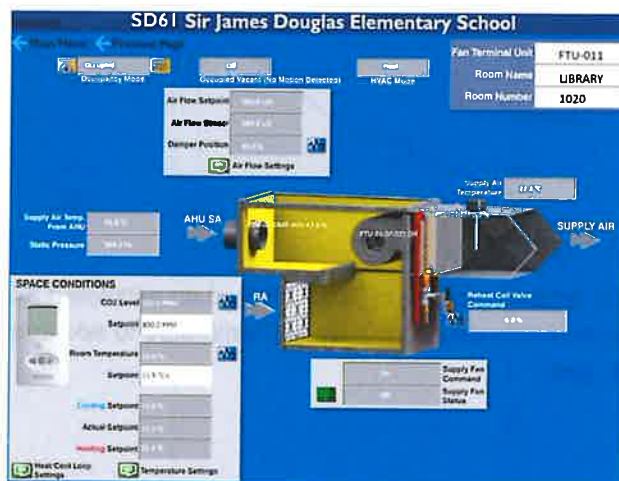
- Torquay Elementary
- Central Middle School
- Sir James Douglas Elementary



► TORQUAY ELEMENTARY SCHOOL

The continuous optimization program or COP, investigates buildings through DDC to identify opportunities.

This investigation is heavily incentivized under the condition that certain low cost recommendations will be followed through with.



We will be looking to build off our success with another 5-6 buildings in 2024/25 with expected savings of over 150,000 kWh annually.

Energy Efficient and Low Carbon Childcare Studios:



The district is currently engaged in creating new child care studios at multiple sites throughout the district. In the case of all of these new standalone structures, we can proudly say that none consume fossil fuels. All of these structures are heated with electricity.

All stand-alone studios will continue to be built this way to ensure that we are no longer adding new sources of building emissions.

New studios will include heat pumps to help further our climate resiliency against extreme heat due to climate change.

New studio designs conform to the NEBC and migration towards the BC Energy Step Code is also under consideration moving forward. New buildings incorporate:

- Heat recovery ventilation
- Daylight harvesting
- LED Dimming
- Advanced controls using occupancy sensors



Electric Buses and Charging Infrastructure:



In the spring/summer of 2022, charging infrastructure was put in place at Colquitz Middle School to accommodate 4 electric buses. These buses arrived in September and were immediately put into service.

2023 was the first full year of operation for all 4 buses. They now facilitate the majority of fields trips throughout the district and also generate carbon credits for the district.

In 2023 our buses travelled 44,793 km and saved 67.1 tCO₂e when compared to their diesel bus equivalent.

EV Chargers and Zero Emissions Fleet:

In the summer of 2022 we were able to take advantage of one of Clean BC's most generous EV incentives to date. This rebate provided 75% of all costs, including infrastructure. Three charging stations along with electrical infrastructure were put in place at fleet parking.

In 2023 our first 3 zero emission vehicles were added to our fleet. These vehicles primarily serve to replace trips that would otherwise be made by internal combustion vehicles that might be oversized when the sole purpose is transportation of passengers.

In late 2023 we started work to double the capacity of our fleet charging by adding another 3 charging stations. Once again taking advantage of provincial rebates.

These six EV chargers will serve our first 15 to 20 light duty zero emission vehicles. This is the first step towards our goal of a 40% reduction in vehicle emissions by 2030. These chargers should be able to facilitate a 15% drop in fleet emissions once they are in full use.



These new vehicles and charging infrastructure along with new improvements in preventative maintenance contributed to a 6.6% reduction in fleet emissions in 2023 from the previous year.

Learning Engagement: Climate Pledge Trees:



We introduced a pilot campaign in 2023 with the help of the Maple Ridge – Pitt Meadows School District #42

Eight elementary schools received a climate pledge tree in their hallway. Students were able to write their pledges for the planet on their own leaves.



The science behind this campaign is based on a university study that found that when we write down our goals, we increase our chance of following through by 40%.

When we share our goals with others, these chances increases to 50%.

Learning Engagement: “Shut out the Cold” Doors Stickers :



Our official Energy Wise Network campaign in 2023 involved spreading awareness by placing the message directly where it could make an impact.

We also identified alignment between district security and safety of children and keeping doors closed to prevent the loss of energy through infiltration during the heating season.

The result reached over 250 doors and created a very visible difference to the amount of doors left open when unattended. Enough of a difference to place 2nd place in the category of most impactful at this year's provincial Energy Wise summit.

Paper Purchasing Campaign :

In 2022 we had a significant jump in emissions due to paper consumption. Many other school district reported the same problem. Part of this unexpected increase was due to the lack of availability of 30% recycled content paper which had been popular in the past.

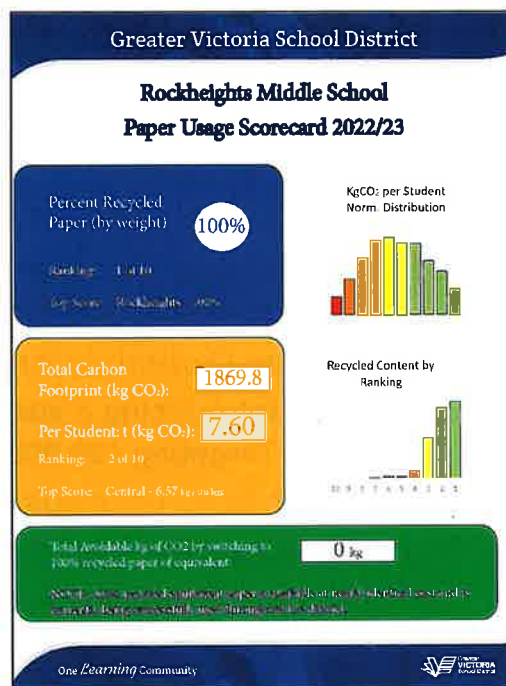
We promised to do our best to help fight these emissions in 2023/24 and this campaign was brought into existence.

We gather information on paper consumption for all paper users. This was typically grouped by schools or buildings.

We further broke the groups down by building type and developed a score card that summarized paper usage and quantified the opportunity for improvement. It also celebrated buildings that were already successful in mitigating emissions from paper.

In the summer of 2023 we engaged all groups and discussed opportunities and obstacles at the same time that we presented their scorecard.

We are happy to report that in 2023 we reduced our emissions from paper by 17%. This is equivalent to 40 tonnes of CO2 and is comparable to what we might expect from an expensive heating plant upgrade project.



Congratulations to Rockheights Middle School and their 100% use of recycled paper or equivalent in 2022/23.

Planned Actions in 2024 to Reduce Emissions

2024 should see a similar profile to 2023. There will be a continued focus on much of what was previously successful. We will increase programs relating to education and awareness. We will also begin to gradually shift emphasis from lighting upgrades to building controls.

2024 Highlights will include:

- **LED Lighting and controls**
 - Targeting 340,000 kWh savings
- **Continuous Optimization**
 - Introducing 6 additional schools
 - Targeting 150,000 kWh savings
- **Doncaster DDC upgrades and unit ventilators**
- **Colquitz heating plant upgrade**
- **Behaviour change campaigns**
 - Light Switch Stickers Campaign
 - “Shut out the Cold” Campaign
 - Environmental Pledge Walls
 - “Space Heater Defeater”
 - Paper Procurement Awareness
 - Sweater Day (New to 2024)
- **Thermostat controls upgrades**
- **Building audits**
- **Real-time energy monitoring solutions**
- **Solar PV – Renewable generation**

Long-term Plans for Reducing Emissions

Buildings

Heating and Ventilation:

With the vast majority of the district carbon footprint associated with maintaining building temperature and air quality, HVAC always be a prime focus. Unfortunately major upgrades are expensive and in most cases will only justify their costs when replacing equipment that is at or near end of life. The District is will continue to replace older heating plants with new technologies

15 heating plants have been identified as near end of life and are a high priority for replacement by 2030.

Building Envelope:

Window and roofing upgrades/repairs are ongoing throughout the district. Mount Douglas Secondary School's upgrade to energy efficient windows is now completed. Envelope upgrades at Lambrick Park Secondary School are in the planning stage.

Boiler Additives:

Pending a review of our existing pilot program, we will look to expand on the use of boiler additives to achieve better efficiency in our heating systems.

Re-commissioning and retro-commissioning of building systems:

Excellent incentive programs exist to investigate and correct issues that prevent buildings from operating the way they were intended. Other findings may bring to light opportunities to incorporate changes in original design that will further enhance performance of older buildings.

The school district is poised to take advantage of opportunities on an annual basis.

Photovoltaic Generation:

The business case for large scale photovoltaic systems on the rooftop of schools is beginning to make economic and environmental sense. Support for these projects is gaining ground through BC Hydro as well. As new technologies emerge and demand for clean electricity increases we will begin to take on more projects like the 2021 Torquay Elementary photovoltaic install.

LED Retrofits:

The district has been moving forwards with LED technology since May 2019, and plans to completely retrofit all buildings by the end of 2025. Electricity saved will help decrease infrastructure requirements towards electrification of buildings

Net-Zero Ready Building:

The new Cedar Hill Middle School is well underway. We are focusing on energy efficiency, conservation, and low carbon mechanical systems in order to produce our first net zero ready building. The new building will have the potential to eventually achieve net zero energy with the future expansion of its 100kW rooftop photo voltaic system. To further this initiative the Board of Education is committing \$500K from its reserves to self-fund part of this initiative, and is outside the Ministry funding for a new build

Fleet

Electric Vehicles and Charging Infrastructure:

We have already completed in 2022

- 7 new electric charging stations for fleet vehicles and buses
- 4 new electric buses

In 2023/24 we added

- 3 new electric fleet vehicles
- 3 new EV chargers (in progress)

Supplies:

District policy already calls for the use of 100% recycled material when possible, however we still missed an opportunity with our paper consumption. In 2021 we created over 40 tCO₂e from the times we used less than 100% recycled paper in our buildings.

Moving forward we will look to continue to raise awareness of this policy, and help our buildings to make the best choice when ordering supplies by engaging stakeholders.

Behavior Change:

Programs that create behavioral change, awareness, and accountability transcend all of the above categories. These approaches can exist with very little capital investment. This is why we are always working to develop policies and programs that will foster participation from all staff and students.

In 2024/25 we will again be participating in the Energy Wise Network with a program to raise awareness about energy use in our buildings with a Sweater Day celebration. The Sweater Day campaign will be piloted at Rogers Elementary. It will also look to go even further beyond education and awareness. The campaign is designed to inform us on how to improve comfort and reduce system temperature at the same time.

We will also be bringing back 5 other educational engagement campaigns. Each one with at least one improvement over its previous iteration.

Behavioral change will be critical towards eliminating the gap between 2030 goals and current projections.

Climate Risk Management

2021 and 2022 gave us some strong examples of what unprecedented climate change events can look like. More work needs to be done to fully understand the risks that these types of events represent to our buildings and occupants.

As a direct result of the record setting events of the 2021 summer "heat dome", the district has moved to incorporate heat pumps into both existing and new construction child care portables.

These heat pumps will help provide a safe space for occupants during summer while decreasing winter energy demands and costs. They will also serve as a model for future projects.

Climate change is also increasing risk to trees, and associated falling hazards. The district is moving quickly to protect its trees by protecting and reinvigorating root compaction zones.

Emissions and Offsets Summary Table

Greater Victoria School District 61 2021 GHG Emissions and Offsets	
GHG Emissions created in Calendar Year 2020	
Total Emissions (tCO ₂ e)	5654
Total BioCO ₂	10.9
Total Offsets (tCO ₂ e)	5323
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	-1.97
Grand Total Offsets for the 2020 Reporting Year	
Grand Total Offsets (tCO ₂ e) to be Retired for 2020 Reporting Year	5321
Offset Investment (\$25 per tCO ₂ e) [Grand Total Offsets to be Retired x \$25/tCO ₂ e]	\$133,025

History of Greenhouse Gases and Offsets

Year	Totals	Emissions	Offsets Purchased
2010	6082	6096	\$152,050
2011	6950	6974	\$173,750
2012	6362 + 22	6387	\$159,050
2013	5545 - 172	5373	\$134,325
2014	5041-20	5021	\$125,525
2015	4823-19	4804	\$120,100
2016	4449+228	4677	\$116,925
2017	5290+16	5306	\$132,250
2018	4849 + 19	4868	\$120,566
2019	4856	4856	\$120,566*
2020	5178 + 6	5184	\$129,600
2021	5544	5558	\$138,600
2022	5642	5642	\$141,050
2023	5323 - 1.97	5321	\$133,025

* Offsets purchased for 2019 were based on 2018 to allow for COVID disruptions.

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, **The Greater Victoria School District 61 (the Organization)** is responsible for arranging for the retirement of the offsets obligation reported above for the 2020 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: June 17, 2024

RE: **2024-2025 Annual Budget – Student Device Ratios**

Background

At the Special Open Budget Board Meeting held on April 11, 2024, the Board approved the following budget balancing initiative:

Student device ratio reduced from 2:1 to 3:1 at Middle & Secondary and from 2:1 to 4:1 at Elementary; Elementary allocations will be based on creating parity among schools.

With a current student device ratio across the school district of approximately 2:1, the impact of this budget balancing initiative is a 90% reduction of the 2024-2025 student device refresh budget which will coincide with a significant retirement of student devices for security and data privacy reasons and result in the depletion of the student device inventory.

Security Risk

Management of cybersecurity risk is strengthened when devices are updated to current operating systems and browser versions. When operating systems and/or browsers are no longer updatable, student data privacy is at greater risk. Decommissioning student devices, regardless of their performance, is critical to minimizing this risk.

At the end of June 2024, it is estimated that 4,500-5,500 student devices will be decommissioned. The retirement of these student devices coincides with the aforementioned reduction of the student device replacement budget.

Student Device Management Process

The Information Technology for Learning (IT4L) Department manages devices using an evergreening strategy to accommodate repair and replacement needs as they arise. At this time, the IT4L Department has sufficient inventory to balance to the revised ratios as necessary. It should be noted; however, that utilizing current inventory depletes the device stock that is typically available when devices are damaged or stolen.

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.

Equity Considerations

In order to accurately assess the educational impact of fewer student devices across the school district, it will be important to consider the equity of student device ratios between schools and levels.

As we look ahead to the decommissioning of end-of-life devices and the implementation of the new student device ratios in schools, the impact of school-based purchases of student devices on the target ratio must be incorporated. While consideration will likely be made for student devices purchased for specific students from targeted funds, general purchases of student devices made by schools using either operating or special purpose grants will be included in the school's student device ratio calculation.

An area that still requires clarification is whether schools can receive PAC funding to purchase student devices to improve their student device ratio beyond what has been approved by the Board. Questions arise when considering PAC-purchased devices outside of the approved ratio, including the capacity of the IT4L Department to track student devices by funding source and who will assume responsibility for the repairs and maintenance and future replacement of those devices.

Communication with Schools

The IT4L Department will be communicating with school administrators the impact of the decommissioning of end-of-life student devices, as well as impacts of implementing the new device ratio as approved by the Board. The communication will need to provide clarity on whether school-based purchases, including PAC-funded purchases, will impact the school's student device ratio and the equity of student device ratios between schools.

Next Steps

The Board's feedback is being sought on the following scenarios pertaining to PAC funding of school-based student device purchases in the 2024-2025 school year:

- Scenario 1: PACs can fund student devices for schools; however, those devices will be included in the school's student device ratio calculation and the number of devices at the school will be maintained at the Board-approved ratio.
- Scenario 2: PACs cannot fund student devices for schools.

SECTION 72 REPORT

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

SECTION 72 REPORT

Present:

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

Regrets:

Trustees Angela Carmichael, Derek Gagnon, Diane McNally

Guests:

Stephen Coyle, Legal Counsel and Christine Yan, Legal Counsel at Norton Rosefulbright

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, Dr. Shelly Niemi, Director of Indigenous Education, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Legal
- Facilities
- Personnel
- Administration

General decisions made by the Board:

- Legal
- Administration